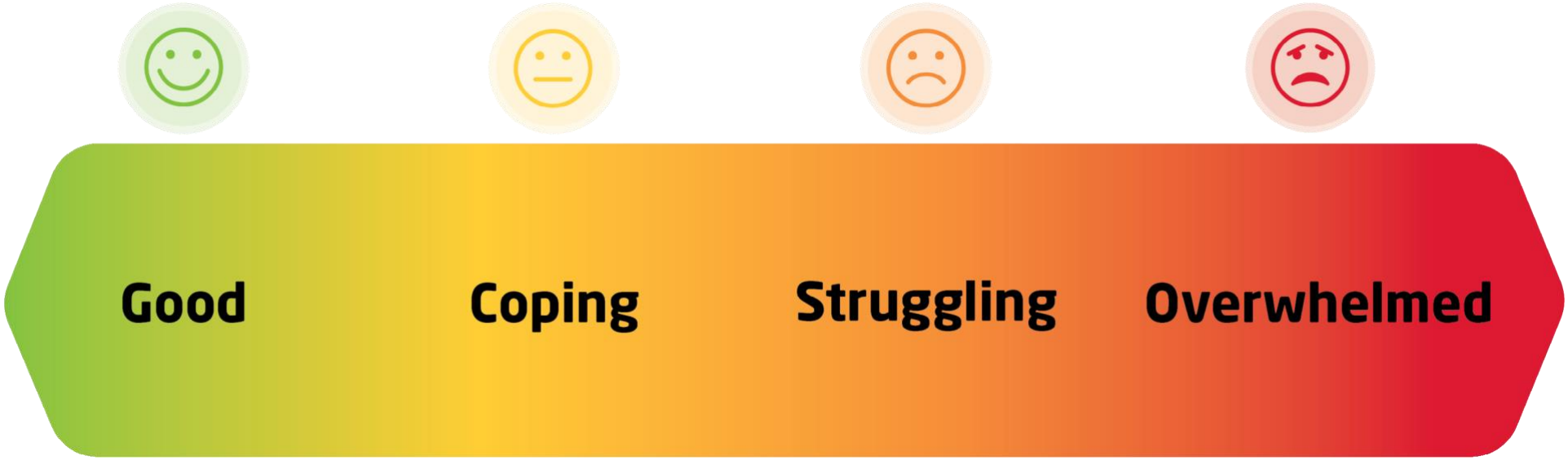
The Children's Wellbeing Continuum



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The Children's Wellbeing Continuum (the Continuum) can provide a snapshot of a child's social-emotional wellbeing at a point in time.

By helping to identify those children who are struggling and need support, the Continuum assists with prevention and early intervention efforts. It may also help to prevent the development of more serious problems that need treatment.

Wellbeing Continuum Rubric (Version 1)

	Good	Coping	Struggling	Overwhelmed
Emotions	- Manages own emotions very well. - Uses coping strategies frequently. - Generally calm, happy and content.	- Copes ok with their emotions. - Requires minimal (supplementary) support when using coping strategies. - Can present quieter than usual and may seem uncomfortable.	- Struggles with expressing their emotions. - Requires substantial support with expressing their feelings and using coping strategies. - Regularly presents as sad, worried, angry or scared.	- Requires extensive support to cope with or understand their emotions. - Often becomes quite distressed - Requires extensive support with regulation and coping strategies.
Behaviour	- Responds well to new situations and manages behaviour well. - Follows expectations most of the time. - Attendence is excellent. - No general mental health concerns.	- Copes well with responding to new situations and manages behaviour with some support. - Responds well to prompting and redirection when needed. - Attendance is good. - Low mental health concerns.	- Struggles with responding positively to new situations and managing behaviour. - Requires substantial support to redirect and reteach positive behaviour strategies. - School attendance is moderate. - Presents with signs of mental health concerns (e.g. anxiety).	- High physical behaviour concerns that impact safety of self and others. - Requires extensive support to manage their behaviour. - Very low attendance. - High mental health concerns (e.g. suicidal ideation, self-harm, anxiety).
Social relationships	- Positive relationships with peers and adults. - Engages positively in play and group activities. - Shows kindness and empathy. -Feels included amongst peers.	- Requires some prompting or reminders (supplementary support) for positive interactions. - Maintains relationships with some support. - Occasionally withdraw from social interactions. - Requires some prompting to engage in ongoing interactions.	- Struggles to maintain positive relationships. - Requires substantial support making friends and to maintain relationships. - Requires substantial support to engage positively with others. - Shows increased withdrawal, conflict or avoidance. - Has difficulty regulating behaviour within interactions.	- Unable to form or maintain positive relationships. - Often has disagreements with others. - Requires extensive support to interact positively with peers and maintain relationships. - Significant withdrawal and isolation.
Thoughts	- Expresses positive and realistic thoughts. - Shows open body language. - Able to problem solve. - No mental health concerns.	- Expresses some negative thoughts. - Requires prompting to elaborate on their thoughts and problem solve. - Low levels of self-criticism.	- Often expresses negative thoughts. - Difficulty problem solving. - Higher levels of self-criticism. - Seems closed and withdrawn. - Some concerns about suicidal ideation and self-harm.	- Portrays a lot of negative thoughts that impact daily living. - Closed body language, withdrawn with mental health concerns. -Persistent self-criticism and hopelessness.

		- Low concerns of suicidal ideation and self-harm.	- Requires substantial amount of mental health support.	- High concerns of suicidal ideation and self-harm. - Requires a high level of mental health support.
Sleep	- Healthy sleep patterns. - Regular and consistent sleep routine. - Comes to school well rested and alert.	- Sleep pattern is somewhat interrupted, wakes up during the night. - Sleep routine is not consistent. - Shows some tiredness and disorientation.	- Requires substantial support to follow consistent a sleep pattern or a routine. - Often comes to school feeling tired and unmotivated.	- Often falls asleep at school. - Sleep is disturbed at night. - No sleep routine embedded. - Requires extensive support to embed any positive sleeping habits.
Energy	- Alert and active at school. - Engages in learning with enthusiasm. - Completes learning tasks with great effort.	- Maintains even energy levels during the day. - Engages and participates in learning activities with some encouragement. - Completes activities with good effort.	- Fluctuating energy levels during the day. - Requires substantial support with engaging in learning activities. - Requires substantial support with completing activities with some effort.	- Has very low energy. - Requires extensive support with any attempt to engage or complete activities. - Will not participate or complete any learning activities. - Requires extensive support to maintain concentration.
Routines, rhythms and rituals	- Follows instructions independently with enthusiasm. - Accepts change confidently. - Transitions easily.	- Requires some support to complete tasks independently. - Accepts changes to daily tasks with minimal support. - Some resistance with transitions.	- Requires substantial support to complete daily tasks. - Requires visual/verbal cues to complete daily activities. - Transitions with difficulty and requires substantial support.	- Requires extensive support to carry out daily routines. - Requires extensive visual/verbal cues to complete daily activities. - Transitions are very challenging.
Learning	- Engaged in learning during the day. - Made excellent progress in learning goals. - Actively participates in learning activities.	- Engaged in learning most of the time. - May require occasional prompting to complete tasks. - Made good progress in learning.	- Engaged in learning for a small amount of time. - Requires substantial support to engage and complete learning activities. - Made some progress in learning.	- Does not engage in learning at school. - Often refuses to complete any school activities. -Requires extensive support to engage in any learning activity. - Has made no progress in learning.

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