My Mind Star™

The Outcomes Star for young people's mental health and well-being

The Outcomes Star™
This Star is part of a family of Outcomes Star tools. For other versions of the Outcomes Star, good practice and further information see www.outcomesstar.org.uk.

Contents

Introduction

The Outcomes Stars suite of tools

The Outcomes Stars are a suite of person-centred tools for supporting and measuring change when working with people. They are both keywork and outcomes tools, supporting effective interventions and giving management data on progress towards the end outcome. Because of this dual role, they bring together measurement and service delivery and can provide a shared language and framework across operations and data management for departments and between commissioners and service providers.

All versions of the Outcomes Star have five- or ten-point scales arranged in a star shape. Each point on each scale has detailed descriptors setting out attitudes, behaviour and sometimes skills or circumstances typical of that point on the scale. Underpinning these scales is a model of change (the Journey of Change) describing the steps towards the end goal that both the service and service user are trying to achieve.

The Outcomes Star suite of tools are different to other approaches to assessment and outcomes measurement[1]. They are designed to empower service users within a collaborative process of assessment and measurement that supports a positive conversation and is integrated with support work, rather than being a separate activity. The Star is closely aligned to person-centred, strengths-based, co-production and trauma-informed approaches and can support people and organisations to put those values into practice:

- Person-centred: The Star encourages and enables workers to listen to the perspective and priorities of service users and to work with them collaboratively. It helps engage service users to develop realistic action plans based on where they are on the Journey of Change

- Strengths-based: The Star is holistic and enables people to focus on aspects of life that are going well rather than have an assessment focused entirely on areas of difficulty. The scales are based on what service users can change, rather than the severity of their problems or circumstances

- Co-production: the collaborative approach to completion means that the service user and worker co-produce the assessment and measurement together and build a shared perspective as a basis for action. This is in contrast to expert assessment or self-report approaches in which the two perspectives remain separate

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[1] The Outcomes Stars share the core principles of Participatory Action Research (O'Brien, 2001; Carr & Kemmis, 1986) – empowerment, collaboration and integration – extending these beyond research into assessment and outcome measurement. Participatory Action Research seeks to empower the subjects of research, collaborate with them and integrate research into practical action to improve people's lives. The Outcomes Stars seek to empower service users within a collaborative process of assessment and measurement that is integrated with support work rather being than a separate activity.

- Trauma informed: the collaborative nature of the tool helps to give the service user control which has shown to be very important in building a sense of safety for people who have experienced trauma. The focus of the tool is primarily on how things are now, rather than focusing on past experiences which might trigger someone's trauma and put them outside their safe 'window of tolerance'. In addition, the guidance for use emphasises the importance building of a trusting relationship and a shared perspective as an essential foundation to moving forward

For a fuller description of the values and approach underpinning the Outcomes Stars suite of tools, see MacKeith (2011).

Background and further information about the Outcomes Stars suite of tools can be found at **www.outcomesstar.org.uk**.

My Mind Star

My Mind Star is designed to be used with young people who are experiencing poor mental health, including low mood, stress, anxiety, anger, sleeplessness or self-harming, or who have a diagnosed mental health condition. It is intended for use in early intervention services that aim to prevent the onset or development of a mental health condition wherever possible, and to fill the gap in mental health services before one is diagnosed. This Star may also be used to support young people in managing a mental health condition.

My Mind Star includes the following resources:

- My Mind Star Chart, Notes and Action Plan for completion by workers and young people
- My Mind Star User Guide, with both brief visual scales and detailed scale descriptions and a detailed description of the Journey of Change
- Short, illustrated Scales and Flashcards for use with young people
- An illustrated summary of the Journey of Change
- A Guidance for Workers
- A web application for online completion at www.staronline.org.uk.

This Development Report provides a detailed description of the development process of My Mind Star. In addition, there are other supporting resources and briefings including:

- The Star Summary, providing a brief outline of who this version of the Star is suitable for, how it fits with other tools and how it was developed
- A literature review of the key issues and transitions for young people who are experiencing poor mental health or have a diagnosed mental health condition.

Development Process for My Mind Star

Methodology

The methodology for developing all versions of the Outcomes Star is based on Action Research (O'Brien, 2001) and the Existential Phenomenological research method (McCall, 1983). Action Research is a collaborative process of identifying issues, trying out solutions and assessing what works. This phenomenological method places a strong emphasis on understanding the subjective experience of the person or people being researched and the meaning of the experience for them.

The development process comprises four main stages:

Stage 1: Exploring the need for and scope of the tool
Stage 2: Creating the pilot version of the new Star in consultation with an expert working group
Stage 3: The pilot
Stage 4: Finalising the new Star

Below we describe how this process was applied to create My Mind Star.

Stage 1. Exploring the need for and scope of the tool

In 2017 Action for Children approached Triangle to develop an assessment tool to support young people with their mental health and well-being. Triangle was already aware of the need for a version of the Star for young people with mental health issues as there had been approaches by a number of charities and organisations prior to 2017, but until Action for Children, none had the capacity to collaborate in the development.

Action for Children work with families and young people on three goals; to give children the best start in life; to help ensure every child has a safe and loving home and to support good mental health. They run a wide range of projects and services, including work with families and schools to make sure children and parents feel able to cope with challenges as they arise. In these and other work areas, they were seeing increasing needs of children and young people in relation to mental health and well-being, and it was within this area that they felt they were lacking a suitable outcomes measurement tool.

Action for Children were already familiar with the Outcomes Stars and considered the existing Recovery Star but concluded that it was not suitable for the young people with whom they worked. They therefore approached Triangle to propose a collaboration to develop a new Outcomes Star for young people with poor mental health.

Triangle carried out a scoping process, involving:

- A literature review to explore the key issues facing young people who are experiencing poor mental health or mental illness, the theory and models that have been developed in this area and other tools available
- An analysis of other versions of the Outcomes Star for related groups including the Young Person's Star, the Youth Star and the Teen Star
- Talking to organisations that had previously shown an interest in the development of a version of the Outcomes Star for this group

As with any new version of the Star, this phase also included scoping the capacity for both Action for Children and Triangle to undertake the development within the budget and timescale needed.

Based on this, Triangle's conclusion was that a version of the Outcomes Star would be suitable for young people with poor mental health and would not duplicate other versions of the Outcomes Star or other tools used in this field. It was therefore decided to proceed with the development in collaboration with Action for Children and to ensure that the scope of the Star would support working with young people experiencing mental illness or poor mental health in many settings including schools, youth services and CAMHS.

Stage 2: Creating the pilot version of the new Star in consultation with an expert working group

An expert working group of managers and workers from Action for Children was established to collaborate in the development of the new Star.

This expert group played a central role throughout the development process, providing the in-depth knowledge of the issues faced by young people, the intended outcomes of service delivery and the process of change towards those outcomes. The working group's input was organised around three workshops. The first two contributed to the creation of the pilot version of the tool and the third and final workshop reviewed the results of the pilot and contributed to refining the tool to create a final version (see Stage 4).

The process also included consultation with young people and young ambassadors within the workshop setting and on a one-to-one basis following the initial workshop to allow the young people to contribute in a robust and meaningful way.

Workshop 1 (8th March 2018): A one-day workshop was held to identify intended outcomes and processes of change in work supporting young people experiencing poor mental health.

The key questions explored in Workshop 1 were:

- What are the main areas in which services and service users are seeking to create change? *These areas become the points of the Star*

- What is the desired outcome of the change process? *This becomes the end point on the Journey of Change that underpins all the scales*

- What model of change describes the steps that service users take on the journey towards that end point? *This is described in a series of steps – the Journey of Change – showing a clearly discernible, qualitative difference between each step of the journey.*

A range of techniques were used to draw out participants' subjective experience and knowledge including:

- Using the "outcome triangle" tool to identify the overall aim of services, the specific outcomes they are trying to achieve and the activities they carry out to achieve these changes

- Bringing to mind an individual who has undergone a substantial change and identifying the key steps involved in their process of change

- Hearing feedback about suggested outcome areas and discussing how they would work in different situations and with different service users.

Triangle compiled all the material gathered from the working group at Workshop 1 and reviewed it to allow meaning and common strands to emerge. On the basis of this, and the literature review carried out in Stage 1, a provisional model of change and outcome areas for My Mind Star were developed. These were then used as an outline or "skeleton", from which the first draft of My Mind Star was created.

Once the first draft was completed there was an iterative process of sharing, listening, refining and sharing again to hone the outcome areas, Journey of Change and descriptions of the steps towards change in each outcome area until they resonated with the client group and workers participating in the development process. The process included a further focus group with young people (12th April 2018) and a second workshop with the expert working group.

Workshop 2 (28th June 2018): A one-day workshop was held to present the first draft of My Mind Star to the expert working group and to hear feedback to inform the pilot version of the Star. On the basis of this feedback and the other activities listed above, the early draft was refined to create a pilot version of My Mind Star with the Journey of Change and outcome areas listed overleaf:

The pilot My Mind Star **Journey of Change**	5. Managing well 4. Learning what works 3. Believing and taking action 2. Talking about it 1. Stuck
The pilot My Mind Star **Outcome Areas**	1. Emotional well-being 2. Healthy lifestyle 3. Home and family 4. Friends and relationships 5. School, training and work 6. Interests and activities 7. Safety 8. Identity and self-esteem

The My Mind Star Journey of Change is broadly similar to the Recovery Star but with some important differences. Which are explained below

1. The start is the same – **stuck**
2. Stage 2 is **talking about it**, rather than **accepting help** because the focus is on the young person recognising that they need help and talking to someone who might be able to do this – a worker, teacher or another trusted adult (in other words, not a peer). They are opening to and accepting help but not necessarily formal help from a service.
3. Young people did not want to use "trying" – as in the Recovery Star stage 3 (**believing and trying)** because it often feels as if they have been trying from stage 1, but not getting anywhere. For this reason the stage name was changed to **believing and taking action**.
4. Stage 4 is the same
5. Stage 5 is **managing well** as "self-reliant" is not appropriate as an aim for young people.

My Mind Star uses a five-point scale for ease and simplicity – as do most Stars for young people.

Stage 3: The pilot

Triangle trained 53 workers from Action for Children to use My Mind Star ahead of the pilot starting. The Learning Partnership for Cornwall and Isles of Scilly also agreed to pilot the Star within their HeadStart Kernow Community Strand, and 14 workers from this project were also trained. Both organisations then piloted the Star with 177 of their young people over a six-month pilot period. Of these, 82 Stars were reviewed once to give two Star readings.

Young people and workers were asked to complete brief feedback forms on their experience of using the Star and to submit the Star data to Triangle for analysis of the psychometric properties of the pilot Star.

Summary of analysis of young people's feedback forms

Triangle received 68 completed questionnaires from young people who had used My Mind Star during the pilot period, of which:

- 94% agreed that the scales helped them to describe how life was for them at that moment
- 85% agreed that the scales helped them to understand what they needed in the way of support
- 67% agreed that it was encouraging to see the progress they had made between one Star reading and the next
- Many provided written responses outlining what they liked about completing the Star. The majority of these responses focused on the Star helping them to identify what they needed to work on and how helpful it was to see their progress and work out their priorities.

Summary of analysis of worker feedback forms

Triangle received 32 feedback forms from workers completing the Star with young people, of which:

- 94% agreed that using the Star helped them to get an overall picture of a client's situation and needs
- 78% found it encouraging to see the progress that clients had made between Star readings
- 73% agreed that using My Mind Star helped open up better conversations with young people.

Psychometric analyses of the pilot Star data

Analyses of the Star data from the 177 initial Star readings and 82 second Star readings showed the following:

Distribution. Readings were well distributed across the Journey of Change for six of the eight outcomes areas. There was some skew towards the higher end of the Journey of Change for "Home and family" (27% starting at **managing well**) and "Safety" (50% starting at **managing well**). However, it is important to note that 20% of service users had been using the service for at least six months at the time of their first Star which might account for the skew.

Item redundancy. There was no evidence of item redundancy – all inter-item correlations were below 0.7.

Internal consistency and factor structure. Cronbach's alpha was 0.76, indicating good internal consistency, and factor analysis suggested a unidimensional structure explaining 51% of the real-data variance.

Responsiveness. My Mind Star was responsive to change between the first and second readings (average time between Stars was 77 days). Effect sizes were medium for three outcome areas ("Emotional well-being", "Healthy lifestyle" and "Interests and activities") and small to medium for the other five areas once those beginning at **managing well** in "Home and family" and "Safety" were excluded.

See the Appendix for more detail on the feedback from young people and workers and the findings from the Star data.

Further research into the psychometric properties of the final published version of My Mind Star was initiated following publication. For the latest information on this, please contact info@triangleconsulting.co.uk.

Stage 4: Finalising the new Star

After the end of the pilot in April 2019, the Star was finalised. The final developments to the tool were based on:

- Completed feedback forms from workers and young people, which gave feedback on the acceptability of the tool and helped inform the need for further changes
- Psychometric analysis of the Star data gathered during the pilot
- The feedback received at Workshop 3 of the main expert working group
- A secondary Workshop 3 with HeadStart Kernow Community Strand to explore their experiences of piloting the Star.

Workshop 3 (29th April 2019 – HeadStart and 30th April 2019 – Action for Children): The third and final meeting of the working groups gathered in-depth feedback on the process of using the tool with a wide range of people in different contexts and on the detail of the tool itself – the areas it covered, the Journey of Change, the scale descriptions and the range of materials.

The working groups were asked some specific questions about My Mind Star and the responses are briefly summarised below.

What did you think of the pilot My Mind Star?
Of the 12 attendees who had used the Star during the pilot, ten were happy with it and two had a mixed overall response with some positives and some reservations or questions.

What worked in the pilot My Mind Star?
Workers reported that My Mind Star worked well within well-being programmes and really encouraged young people to open up within the conversation. The detail within the scales was helpful in pinpointing where a young person should be placed and enabled young people to break things down and discuss areas in more depth. The "School, training and work" area was found to work well and encouraged reflection and thought.

What didn't work in the pilot My Mind Star?
Workers fed back that the "Home and family" outcome area didn't work within a care-leaving or residential setting, as young people in those contexts don't feel they have a home or a family. The "Safety" area was also considered difficult – mainly because being safe ran across many of the areas and was often not within younger people's control. The area of "Identity" was difficult to pin down as young people often don't have a fixed sense of identity and therefore find it hard to score themselves in this area.

Where should changes be made to the pilot My Mind Star?
Feedback from the pilot was in favour of changing the "Home and family" area to "Where you live" with the emphasis on appropriate or supportive adults where you live. It was also agreed that safety should be removed as a stand-alone outcome area and instead incorporated throughout all other areas and the Journey of Change. To underpin this, the first stage of the Journey of Change was amended to **stuck or unsafe**.

The workshop also included detailed discussion of the wording of the Star scales, with many suggestions made to improve the language and content. A key suggestion was to remove the term "activities" from the scales as many young people don't engage with formal or group activities.

This workshop also provided an opportunity for reviewing the format of the tool, the guidelines for use and the value of the Star data in supporting learning for service managers and service planning and improvement.

Changes made to finalise the Star based on learning from the pilot

On the basis of the worker and young people's questionnaires, psychometric analyses and Workshop 3 feedback, a number of changes were made to the pilot version of My Mind Star to create the final version. These are outlined below.

Journey of Change

The only change to the pilot version was that **stuck** was changed to **stuck or unsafe.**

Outcome areas

- "Home and family" became "Where you live" to reflect the fact that many young people don't have family or are separated from them
- "Interests and activities" became "How you use your time", with far less of an emphasis on formal interests, activities or hobbies and more on doing things you enjoy. It also now includes elements from the old "Safety" scale (not spending your time on negative or risky things)
- The "Safety" scale was removed and safety integrated into the other scales (see below) to recognise that safety is integral to all areas and to help mitigate the danger of not picking up where a young person is unsafe. For example, someone may be safe at home and school but feel unsafe because of strong, uncontrollable emotions
- "Identity and self-esteem" was changed to "Self-esteem" and identity integrated into other scales (see below).

Safety within the My Mind Star

Safety is an aspect of all the scales and an explicit part of the core Journey of Change – the first stage is called **stuck or unsafe**. This is because young people may be or feel unsafe in relation to any area of the Star, for example:

- "Feelings and emotions": Young people may feel or be unsafe because they are unable to control their emotions or have suicidal thoughts
- "Healthy lifestyle": Young people may be taking risks with or not looking after their sexual health, or may not have the treatment or support they need for a health condition
- "Where you live": This covers safety in relation to domestic abuse or unhealthy conflict in the home, and specifies that if a young person is at 3 or above on this scale there is no domestic abuse where they live
- "Friends and relationships": This includes young people being bullied, exploited or taken advantage of in other ways
- "School, training and work": This scale references young people not feeling safe at school, which may also be due to bullying or discrimination
- "How you use your time": This covers risk-taking and unsafe behaviour, including criminal and anti-social behaviour or risks in relation to drugs or alcohol
- "Self-esteem": The main risks covered here are extremely low self-esteem that may contribute to self-harm, or issues with identity that make young people feel or be unsafe, perhaps because they don't feel able to talk to those close to them.

How "identity" is covered in My Mind Star

Identity is an important area for young people and can be highlighted by those funding services for young people. However, it is a very broad term that means different things for different people and changes as people grow up. The literature review carried out as part of the development process indicated that having too fixed a sense of identity when young can be

detrimental and that holding a sense of self more lightly can be a protective factor to young people's emotional well-being, so it is important to allow for the fact that young people's sense of self can, and will, change over time.

Workshop participants indicated that many of the younger people who complete My Mind Star will not readily understand the term "identity" or may feel under pressure to define their identity in ways that are unnecessary, premature or unhelpful.

For these reasons, it was decided not to have a specific scale on "identity" in My Mind Star, but for it to be loosely interpreted as "who you are" which can be approached through aspects of several scales:

- "Self-esteem": This scale offers the opportunity to discuss issues relating to family background, culture, religion, sexuality and gender, so will be an appropriate focus for older young people and those who have issues with one of those aspects of their identity
- "How you use your time": This scale gives a sense of who a young person is, described through what they like doing in their free time
- "School, training and work": This is for young people who identify themselves in relation to learning and achievement in these areas
- "Friends and relationships": For young people who identify themselves strongly in relation to the people they spend time with identity may play a part in this scale.

Completion

Once these changes had been made, the final draft version of the Star went through final checks.

- Action for Children and HeadStart Kernow Community Strand were invited to review and comment on the final draft
- It was reviewed again by Triangle to ensure clarity of descriptions and distinctions between each stage of each scale
- It was edited and proofed before being typeset.

My Mind Star was published on the Star Online at the end of September 2019, two years after the development process had begun.

References

Carr, W. and Kemmis, S. (1986) *Becoming critical: Education, knowledge and action research.* London: Falmer Press.

MacKeith, J. (2011). The development of the Outcomes Star: A participatory approach to assessment and outcome measurement. *Housing, Care and Support*, *14*(3), 98-106.

McCall, R. (1983) *Phenomenological psychology*, Madison, Wisconsin: The University of Wisconsin Press.

O'Brien, R. (2001). An overview of the methodological approach of Action Research. In Roberto Richardson (ed.) Theory and Practice of Action Research, Joao Pessoa, Brazil: Universidade Federal da Paraiba (English version).
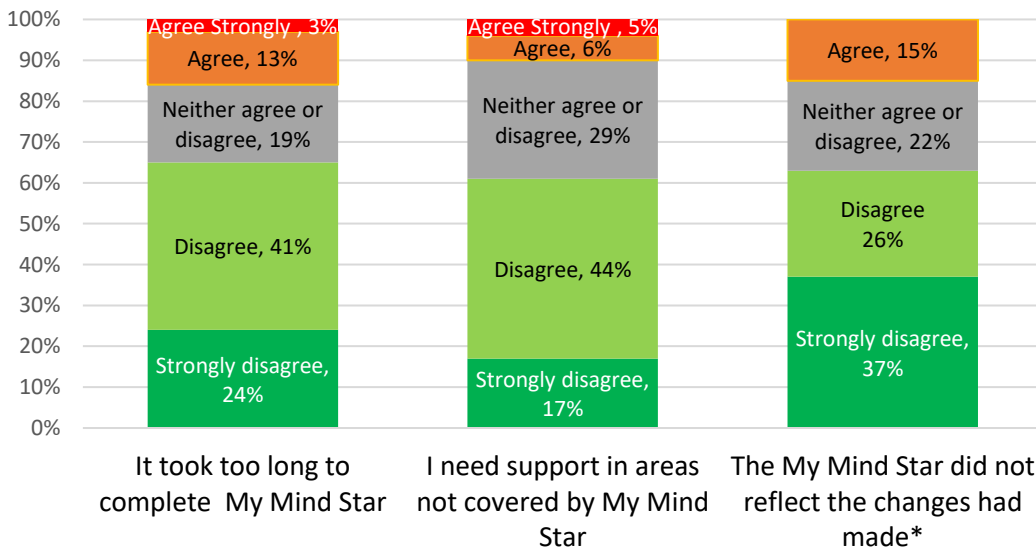
Appendix

Feedback from 68 service users and 32 workers following the pilot

Service user feedback

Positively phrased questions
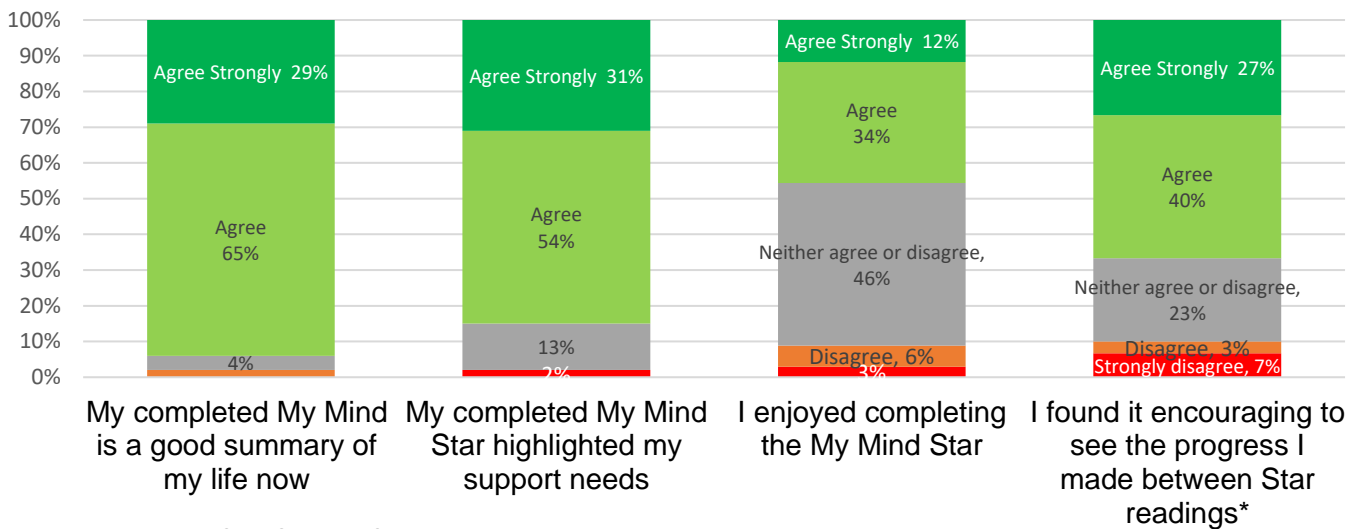
Negatively phrased questions

These questions were responded to by 30 service users

Service user responses to the open request for feedback

Around half of the service users (35) gave written feedback, and of these 43% made only positive comments and 26% only suggested areas for improvements.

Positive comments
Many service users reported finding My Mind Star helpful for understanding their situation and areas of need, for example:

- *"I think the Star is a good way to visually show where I'm at"*

- *"I enjoyed this activity because it shows the picture/story of my life right now"*

- *"I liked the fact that it made me more aware about issues within my life that I didn't realise before. I also made me realise certain areas are better in my life than expected."*

- *"It made me understand myself a lot more"*

- *"It was good to see everything mapped out – it made issues easier to tackle this way"*

They also felt that completing the Star reflected change well:

- *"It's nice to see that things have changed"*

- *"I learned how I changed over three months. It showed how I was getting on at school"*

- *"'I liked doing the Star because it reflects the improvements I have made in the past months*

Areas for improvements
Some service users felt that outcome areas were too broad and included too many issues:

- *"There were some bits where I wanted to put a higher number, and some were lower but they were in the same area so I couldn't"*

- *"Some of the categories/guidelines blended into one another so it was sometimes difficult to figure out what to put down"*

- *"Some bits I would have marked lower/ higher, but I couldn't because they were in the same area"*

- *"Sense of belonging should be a category all on its own"*

- *"More in-depth e.g., school, training, work should be separate choices"*

- *"Identity – too broad a definition"*

- *"Safety – this could be physical or mental - perhaps these need to be separated"*

There were also some comments on the language and format:

- "*I found some of the wording hard"*

- *"Some words were too repetitive"*

- *"I don't like the word 'stuck' for the lowest score. I think 'struggling' would be a better word"*

- *"There is a lot of information for each 1-5 point for each point of the Star. It could be summarised"*

Two service users commented that they felt it took too long to complete My Mind Star, (e.g. "a lot to discuss – took too long and was done over two appointments").

Worker feedback

Positively phrased questions
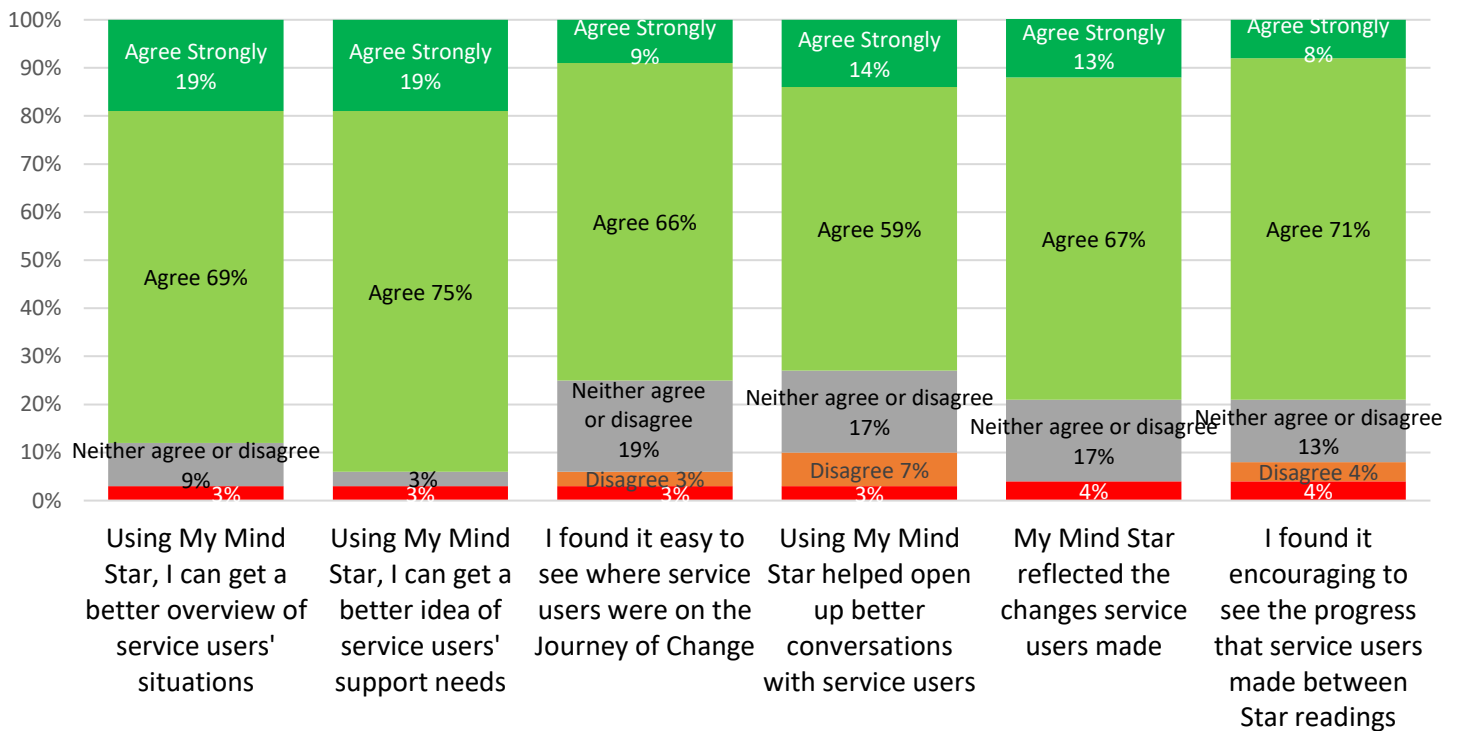
Negatively phrased questions

Worker responses to the open request for feedback

The vast majority (94%) of workers reported things they liked about My Mind Star and 66% reported things they didn't like.

Positive comments
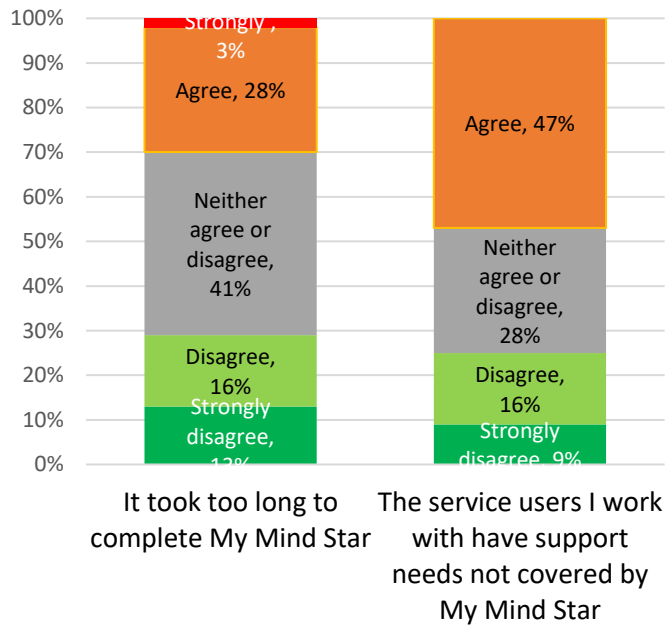Many of the workers commented that My Mind Star opened up conversations and formed a useful basis for support planning – for example:

- *"A great starting point for conversation"*

- *"It allowed young people to expand on their situations"*

  "An effective way of covering all areas together without bombarding the young person with questions"

- *"I like that this gave me a clearer idea about the young person and gave support more focus"*

- *"I liked the fact that it provided a basis for goal setting"*

One worker noted that it was empowering for young people:

- *"I liked that it gave the young people the opportunity to see where **their** priorities are, not what someone else thinks we should work on. This gives them some ownership and increases motivation".*

There were also comments that My Mind Star was relevant to the support being offered:

- *"The young people appeared to like it and it was very relevant to the areas we were targeting and addressing – primarily emotional health and well-being"*

- *"We work in partnership with young people and families supporting them with their emotional health and well-being, therefore I found My Mind Star very relevant"*

- *"The areas included on My Mind Star are very relevant for this service"*

Several workers commented that My Mind Star was accessible and easy to understand:

- *"I liked how it explained the stages"*

- *"It was easy to complete"*

- *"I like how it is worded"*

- *"My Mind Star was accessible and worked well with young people"*

The visual aspect of the tool was also appreciated:

- *"Because the Star is visual I was able to show this to the young person and allow them to choose the area to start talking about"*

- *"I liked how visual it is, and that it was easy to use"*

- *"I like how it's presented and that it's easy to review the impact of support"*

Suggested improvements

Some of the workers also commented that too many issues combined into one outcome area:

- *"Some of the areas of the Star were difficult to complete as lots of young people felt they had good parts to one of the outcomes but also bad points. This then made it difficult to judge where to put them"*

- *"Some of the areas are too vast and could potentially be a Star on their own (especially identity and emotional well-being) some young people found it difficult to place themselves for this reason"*

- *"Home and family are separate in my field of work"*

- *"Home and family would be better separate as our young people don't live at home"*

- *"It may be more beneficial to separate friends and relationships as friendships may be positive and relationship may be negative"*

Specific points about the outcome areas

- *"I used this with younger children (aged 10) which I know wasn't the intended audience. I think some capacity for safety at home for young people (not just safety about risk taking behaviours)"*

The time taken to complete My Mind Star was raised in the context of the service models used:

- *"It was an extra assessment tool which had to be used as well as an existing assessment tool"*

- *"It was felt that it was too lengthy, in particular the note gathering. It would take a minimum of two sessions out of the 12 offered"*

- *"It did take some time to complete the Star, and as the service is time limited there did feel some pressure on this"*

Details of the psychometric analyses of the pilot My Mind Star

Initial Star readings across the Journey of Change stages during the pilot of My Mind Star

Starting points on the Journey of Change

	1. Emotional well-being	2. Healthy lifestyle	3. Home and family	4. Friends and relationships	5. School, training and work	6. Interests and activities	7. Safety	8. Identity and self-esteem
Managing well	5%	17%	27%	25%	10%	28%	50%	10%
Learning what works	18%	31%	31%	25%	29%	27%	24%	26%
Believing and taking action	40%	28%	20%	20%	29%	23%	16%	31%
Talking about it	23%	20%	15%	21%	20%	14%	8%	20%
Stuck	16%	5%	8%	8%	12%	7%	2%	14%
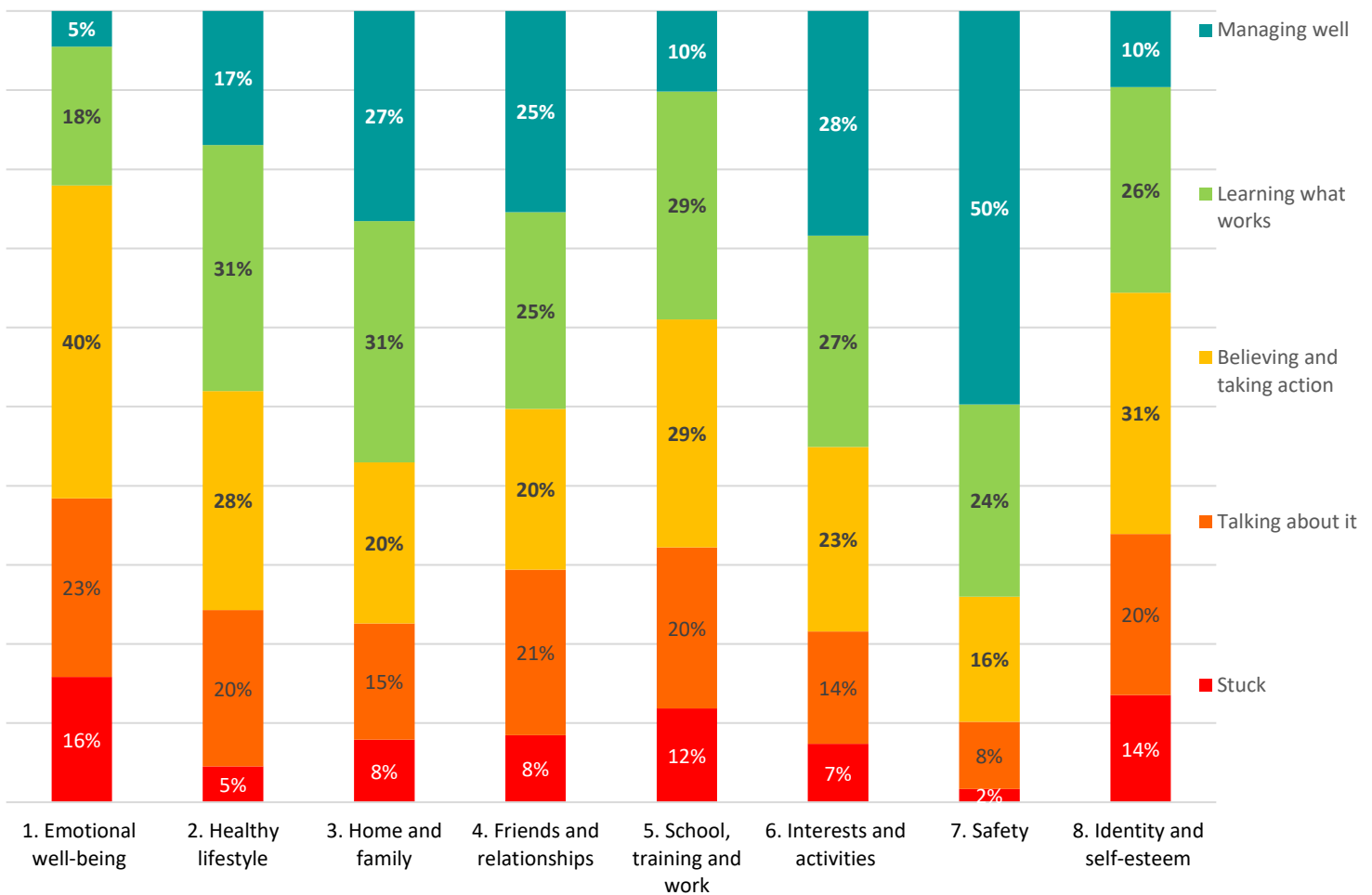
Skew

Outcome area	Skewness statistic
1. Emotional well-being	.01
2. Healthy lifestyle	-.21
3. Home and family	-.50
4. Friends and relationships	-.25
5. School, training and work	-.16
6. Interests and activities	-.46
7. Safety	-1.0
8. Identity and self-esteem	-.09

If skewness is less than -1 or greater than 1, the distribution is highly skewed. If it is between -1 and -0.5 or between 0.5 and 1, it is moderately skewed, and between -0.5 and 0.5, the distribution is approximately symmetric.

Table showing the pilot My Mind Star inter-item correlations

Polychoric correlation matrix ($N = 177$)

	1	2	3	4	5	6	7
1. Emotional well-being							
2. Healthy lifestyle	.38						
3. Home and family	.43	.32					
4. Friends and relationships	.30	.26	.16				
5. School, training and work	.52	.24	.23	.29			
6. Interests and activities	.38	.39	.31	.11	.21		
7. Safety	.29	.34	.24	.06	.40	.29	
8. Identity and self-esteem	.59	.56	.42	.48	.36	.35	.24

Table showing the responsiveness of My Mind Star using the Wilcoxen signed-rank test

Responsiveness (*N* = 82)

	First Star median	Final Star median	Z	Effect size r[1]
1. Emotional well-being	3.00	3.00	-4.28***	0.33
2. Healthy lifestyle	3.00	4.00	-3.81***	0.30
3. Home and family	4.00	4.00	-1.84	0.14
4. Friends and relationships	4.00	4.00	-3.49***	0.27
5. School, training and work	3.00	4.00	-2.67**	0.21
6. Interests and activities	4.00	4.00	-4.14***	0.32
7. Safety	4.00	4.00	-0.13	0.01
8. Identity and self-esteem	3.00	3.50	-3.30**	0.26

*****$p < .001$ ***$p < .01$ *$p < .05$

N.B. When service users beginning at 5 were excluded, the effect size was .29 for "Safety" ($p < .01$) and .24 for "Home and family".

[1] Cohen provided rules of thumb for interpreting these effect sizes, suggesting that an *r* of .1 represents a 'small' effect size, .3 represents a 'medium' effect size and .5 represents a 'large' effect size

Please recycle after use