

Response to Stress Questionnaire (RSQ)

A. Description of the Response to Stress Questionnaire (RSQ)

The Response to Stress Questionnaire is designed to understand the way children experience and deal with stress in their lives. We are interested in how children feel when they are stressed out, how they express it in the cultural setting of Niger, and how we can help them to deal with stress through our program. The RSQ consists of two parts: the first part asks children about how they feel about stressful events at school; and the second part asks about what happens when they are stressed.

B. Preparing for the RSQ

The RSQ is part of the ODK. All you need is a tablet, charged and loaded with ODK, with the correct IDs for student!

C. How to administer RSQ

1. Ask what the child thinks being “stressed” means. Explain the definition of stress (to be determined during the test, how to explain it). Make sure the child knows what it means before proceeding.
2. The first part is about how stressed the child gets if each of the events, or “**stressors**”, were to happen to them. Give the instruction using the language written below:

*I am going to read a list of things about school that children sometimes find stressful or a problem to deal with. Please tell me how stressful the following things have been for you in the **past 6 months**.*

- If you are not at all stressed about the things I say, say **Not at All**.
 - If the thing I say is just a little stressful, say **A Little**
 - If you are somewhat or sometimes stressed about the thing I say, say **Somewhat**
 - If you are very stressed about the thing, say **Very**.
3. Try the first question by reading the statement out loud: “**Doing badly on a test or paper.**” “**Would you be not at all stressed, a little stressed, somewhat stressed, or very stressed?**”
 4. “**Has this ever happened to you? Have you thought about it ever happening to you? How would you feel?**”
 5. Go through the first 10 items. For the “other_____” item, ask the child **what other things they would be stressed about.**
 6. Then, the second part begins. Instructions are below:

“Now I’m going to ask you about a list of things that children sometimes do, think, or feel when they are dealing with school

problems. Everyone deals with problems in their own way – **some people do a lot of the things on this list** or have a bunch of feelings, **other people just do or think a few of these things.**”

“Think of all the stressful parts of school we just talked about. For each item below, circle one number from 1 (not at all) to 4 (a lot) that shows how much you do or feel these things when you have problems with school like the ones you indicated above. Please let us know about everything you do, think, and feel, **even if you don't think it helps make things better.**”

7. Go over the first question together “**When dealing with school problems, I feel sick to my stomach or get headaches.**” “**Is this true to you? Does this ever happen when you think about stressful things at school? How much? Not at all, a little, somewhat, or a lot?**”
8. Go through rest of the items with the child.

D. Important points keep in mind during administration of the RSQ

- Put the child at ease by asking a few personal questions.
- Remind the child that there's no right or wrong answer, and no one else will know what she/he said. Just to be honest, we just want to know how they feel and think.
- Monitor the child's body language, facial expression, or behavior carefully for sign of distress.
- Explain the meaning clearly, but **DO NOT LEAD THE CHILD ON** in a specific way
- **The RSQ is not about why** the child would feel the way they do. **DO NOT** ask why unless the child tells you.
- **DO NOT** infer what the child would say based on other questions
- **When the child looks visibly distressed?**
 - If the child looks distressed and does not answer to a specific question, move on to the next question.
 - If this continues, stop the assessment and calm him/her down, ask if the child wants to continue, or would like to do this another time.
- **The child says they are not stressed at all, for everything?**

- Let them think about the things they are stressed about (in school, in general), and make a note in the “other” item at the end of the first set of questions. Then, ask the second set of questions about “when you are stressed out” or “when you are dealing with stressful things”.