

iYarn Classroom Instruction Pack

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1 Before Checking-in

Before beginning the check-in process, teachers will need to explain:

1. the purposes of checking-in;
2. what the check-in data will be used for; and
3. any classroom rules surrounding checking-in.

It will likely be beneficial to provide at least a basic summary of each of these points – in particular, (1) the purposes of checking-in – at the beginning of each check-in, even if the class has heard this before, to ensure that they are front of mind.

1.1 The purpose of checking-in

Checking-in should not be framed as *just* a means for the school or teacher to support student wellbeing, but a tool that the students can use to check-in with themselves, and:

- reflect on different parts of their lives and how they feel about them;
- learn about the various factors that contribute to their wellbeing;
- access resources that will help them to address any issues and develop skills that they can use to support their own wellbeing throughout their lives.

In addition, teachers should remind students that it can be normal for their ratings to fluctuate on some segments due to a variety of contextual factors (such as illness, short-lived conflicts with friends or short-term setbacks) that are a part of everyone's lives, but that reduced ratings – particularly if they are consistent – *may* also indicate that there are problems in their life that they may want to address, or habits they may want to change. The accompanying reflection questions and activities can support students to understand this distinction, and develop the skillsets to understand and approach such issues in the future.

1.2 The use of check-in data

Whilst the level of detail required here will likely vary depending on the age of your cohort, teachers should outline the basics of the school's policies regarding the use of the iyarn check-in data. This will help students to feel comfortable enough to provide genuine answers during check-in.

Relevant policies may include, for example:

- when a student's ratings may be flagged as requiring an intervention; or
- whether any information will be shared with parents.

1.3 Classroom expectations for checking-in

Teachers should lay out the basic ground rules for how they expect students to behave during the check-in process. Whilst this may be different for every classroom, it may be useful to have some shared expectations around:

- Expectations of privacy;

- Respect for others, whether they wish to or do not wish to discuss check-in information;
- Reflection and creating a safe environment for reflection, whether as part of whole class time or in students own time
- Openness to asking questions, and being knowing where to find further information and help.
- Explain parental involvement (if any)

2 Checking-in

The iyarn student wellbeing check-in wheel comprises a set of segments grounded in research evidence, and models of wellbeing. The wheel comprises segments that incorporate a number of different factors, and may be interpreted differently by different individuals. It is important for teachers to explain each segment and what is included within them to the class as they check-in.

It may also be beneficial to provide a basic summary of how each segment – and significant sub-area – contribute to wellbeing, as this will help to guide student reflection, likely lead to more accurate scoring, and improve wellbeing literacy.

Note: the teacher may wish to modify the summary below to better suit their cohort – for example, simplifying language for younger cohorts, or providing different examples that reflect the specific context of the school.

(1) Healthy Body/Be Active

Overview

The 'Healthy Body/Be Active' segment encompasses the major physical needs and processes that support wellbeing, including:

- Sleep
- Nutrition
- Exercise
- Tech use

Contribution to wellbeing

Whilst each of these factors has clear impacts on your physical health, they have also been shown to have a powerful relationship with your mental wellbeing, by: (1) creating chemical reactions that can positively affect mood (for example, the endorphins released through exercise) and (2) enhancing your capacity to thrive and pursue your goals (for example, by improving concentration and energy).ⁱ

Further, figuring out how to exercise and eat well regularly in a way that you enjoy or value can lead to the development of lifelong hobbies and skills, and can be the foundation for social activities.

It is important to note that all of these factors:

- require balance (e.g., issues can be created by under-exercising *and* by over-exercising)
- often work in tandem with each other, so that improvements in one area can support improvements in another, and vice versa (e.g., eating well by, say, reducing caffeine intake can improve sleep, which can in turn give you more energy and motivation to exercise and eat well, a health digital diet can improve sleep patterns, and so on).

When checking-in

When checking-in you could ask yourself:

- do I feel that I am getting the right amount of restful regular sleep?
- am I regularly eating well and feeling energised?
- am I being active regularly, and in ways that I enjoy?
- do I spend too much time using digital devices?

(2) Friendship & Connection

Overview

This segment focuses on the positive impacts healthy and supportive social relationships can have on wellbeing, including your relationships with your friends and family.

Contribution to Wellbeing

Social relationships can contribute to wellbeing in a number of ways: by providing support and encouragement, information, enjoyment, meaning, and a sense of 'connectedness'.ⁱⁱ

Whilst for many these social relationships are an innate need, different people have different social needs and preferences, and there is no 'golden standard' for the amount or types of relationships you should have in your life. Further, relationships can often fluctuate temporarily, go through natural transitions, or take time to develop and build.

It is also important to note that your relationship with yourself is important, and you can not expect all of your needs to be met by any single relationship.

When checking-in

When checking-in you could ask yourself:

- Are my social relationships contributing to my sense of wellbeing (e.g., am I having fun? Am I feeling supported?)
- Am I being a good friend to myself?
- Am I being a good friend to the important people in my life (e.g., am I supporting my friends/ siblings etc)?

(3) Self-Care, Awareness & Positive Emotion

Overview

This segment focuses on the various habits and thinking patterns that can impact emotional wellbeing. This encompasses a range of areas, including:

- Self-care, and other activities that elicit positive emotion (e.g., listening to music).

- Self-awareness, and understanding your thoughts and emotions
- Practising mindfulness and taking notice of your own thoughts and the world around you.

Contribution to Wellbeing

The above factors can work together to positively impact on your emotional wellbeing, and your capacity to cope with the issues that arise in life:

- **Self-care and Positive Emotions** – engaging in regular activities that elicit positive emotions (such as, listening to music) is associated with improvements to physical, social, and psychological health, and is considered a, “fundamental building block for cultivating resilience...and life satisfaction”.ⁱⁱⁱ
- **Self-awareness and emotional understanding** – observing thoughts and feelings objectively, learning about their evolutionary and environmental roots and accepting them for what they are, can help you to better understand yourself and any issues you may be facing. Developing this skillset can help you to clarify your own strengths, values and motivations, so that they can guide your behaviour; and improve your capacity to cope with future issues that may arise in life.
- **Practising mindfulness** – the practice of mindfulness has been associated with a range of positive benefits, including supporting self-awareness and the experience of positive emotion.^{iv} Whilst there are a number of different approaches to mindfulness – such as meditation, yoga and practicing gratitude – in essence, it involves paying attention to the present moment and ‘taking notice’ of both internal and external stimuli.

When checking-in

When checking-in you could ask yourself:

- Am I making time to do the things that make me happy and feel relaxed (e.g., listening to music/spending time with friends)?
- Am I listening to myself?
- Do I need help to understand my emotions?
- Are my thoughts helping me?

(4) Learning & School

Overview

The Learning & School segment focuses on:

- How you are feeling about your classes, your workload, and any stress or anxiety you may feel surrounding assignments and exams; as well as

- Your attitude towards learning in general, and the different ways that you can approach learning and work that may best suit you.

Contribution to Wellbeing

Research shows that learning can not only improve our knowledge, thinking skills and capability, but can positively impact on self-confidence, help us to clarify what matters to us in life and lay the foundation for social connection. What you learn and do at school can help you to understand what you want to do with your life, and develop the skillsets needed to actually do it.

However, different individuals have different styles and preferences when it comes to learning, time, and energy management. So, if you are feeling frustrated and unmotivated by schoolwork, it may be that there is a different learning, time or energy management technique that you could use.

When checking-in

When checking-in on this segment, you should ask yourself:

- Am I feeling stressed, anxious or overwhelmed by regular schoolwork, major assignments, or an upcoming exam period?
- Am I feeling capable and motivated in my learning?

(5) Growth, Challenge & Passion

Overview

This segment focuses on your personal development, including:

- challenging yourself and growing as a person
- your passions and hobbies.
- any goals you may have for yourself.

Contribution to Wellbeing

Engaging with activities that we are passionate about can bring us innate satisfaction or 'flow' and contribute to our sense of enjoyment, meaning and purpose in life. For example, this may include art, music, sport, coding and/or volunteering.

Further, progressing toward realistic meaningful goals in areas that matter to us can challenge us to move beyond our comfort zones and develop new skills, expose us to opportunities that allow us to thrive and grow, and improve our self-esteem, self confidence, and sense of accomplishment.^v

Whilst some people are exposed to and, therefore, find the activities that they are passionate about early on in life others take longer to do so. If you cannot think of an activity like this in your life, that does not necessarily mean you lack passion but that you should keep searching for it by trying out lots of different activities where you can.

When checking-in

When checking-in on this segment, you should ask yourself:

- what am I passionate or enthusiastic about?
- Am I engaging in activities that inspire and motivate me?
- Am I challenging myself to try new things and develop new skills?
- Are there any goals I want to work toward?

(6) Giving Back & Community

Overview

This segment focuses on your role in your communities – for example, your class and school, any sports or hobby groups you may be a part of, your local or religious communities, and your place in the wider world. It covers issues such as:

- Giving back to your communities
- Gratitude
- Spirituality

Contribution to wellbeing

Giving back is associated with a number of individual benefits, including positive emotions, improved self-esteem and feelings of competence, as well as supporting trust and social bonding.

Whilst your place in your community, and the ‘broader’ relationships in your life, can support your sense of familiarity, connectedness and self-worth, as well as supporting you in times of crises.

When checking-in

When checking-in, you could ask yourself:

- Do I understand how my community contributes to my life and wellbeing?
- Do I feel like I am giving back to my community, in the ways that I can?
- What do I feel grateful for?

3 After Checking-in

Ultimately, how the teacher responds to low ratings will be up to the individual policies of each school, and state/national guidance and legal obligations.

However, we have provided some suggestions below as to how teachers could respond (1) if an individual rating is low, and (2) if classroom ratings are low. Of course, in some cases teachers may wish to discuss with a student to check in on their wellbeing and ask if they'd like further support.

Section 4 of this pack provides further detail on implementing interventions, the theory behind our suggestions, and instructions on how to use the iyarn resources table.

3.1 If an individual's rating is low

The way a teacher wishes to respond to a low rating may vary depending on the segment in question: for example, a low rating on the 'Friendship & Connection' segment may need a more sensitive response than required for a low rating on the 'Growth, Challenge & Passion' segment.

However, across all segments it may be useful* to determine which specific sub-area within the segment is troubling the student, so that they can provide them with resources that meet their needs.

*Note: a general email template has been provided under Section 4.3.1 which can help teachers to provide students with resources under multiple sub-areas in cases where they have not or can not specify the specific issue.

There are a number of ways that the teacher may wish to do this; however, the prompts laid out in Section 2 and the Reflection Questions (RQ) provided in the iyarn resources table may be useful to guide this discussion.

3.2 If classroom ratings are low

Appropriate responses to low classroom ratings may vary according to the segment and sub-area in question: for example, low ratings on 'Learning & School' could be addressed by modifications to teaching style or providing instruction on time or energy management techniques, whereas low ratings on 'Healthy Body' could be addressed by providing a lesson on nutrition or embedding a physically active segment into regular classroom activities. Some changes may be related to external factors such as the lead up to exams.

However, across all segments there may be a range of specific causal factors, and teachers may wish to use other surveys or/and their knowledge of the context in considering which issues are most appropriate for the individual or class to target responses. There are a number of ways that this may be done, for example:

- Facilitating a class discussion or other in class activities around the segment
- Setting up an anonymous survey

- Setting up a feedback box in the classroom etc.

4 Interventions

4.1 Theory

4.1.1 ACT and SDT Overview

Acceptance & Commitment Therapy (ACT) and Self-Determination Theory (SDT) recommend techniques which are “empowering”, “autonomy supportive” and “relational” (e.g., listening, reflecting, empathising and facilitating), rather than the use of pre-determined, theory-directed targets (e.g., teaching, training, shaping and rewarding).

Both are “process-oriented” behavioural theories which emphasise the development of internal resources and skills which can be used to support ongoing emotional self-regulation and behaviour change.^{vi} As such, they promote:

- **autonomous and intrinsically motivated treatment** – taking a person-centred approach which respects the individual’s own perspectives, values and context, and supports them to pursue “self-endorsed or autonomous motivations”. This has been demonstrated to produce “greater engagement, behavioural persistence, as well as a more positive experience”.^{vii}
- **integrative emotion regulation** – understanding the meaning of emotional reactions, rather than just “down-regulating” or “reframing” negative emotion.
- **mindful awareness** – investigating internal processes and developing awareness as “a foundation for improved self-regulation”.
- attending to **basic psychological needs** – under SDT, ‘competency’, ‘autonomy’ and ‘relatedness’ are considered basic psychological needs which must be addressed to achieve “wellbeing and optimal performance”.^{viii} In a school setting, feelings of competency may be supported by allowing students demonstrate their understanding, see their progress and encouraging students to continue working on developing their skills (e.g., by providing hints rather than solutions). A student’s need for autonomy can be addressed by allowing them to make choices and work in their own way. Whilst, the need for relatedness can be satisfied by framing or modifying learning material so that it is relevant to the students’ context, being responsive to student questions and by facilitating interaction between classmates.^{ix}

4.1.2 Implications for delivering interventions

The above suggests that interventions should not be overly prescriptive but instead provide a foundation which, in an age appropriate way, support students to:

- understand their emotions, thought processes and behaviours;
- clarify their own values and motivations; and
- develop internal resources and skills which they can use to support their own wellbeing throughout their lives.

Further, students should be provided with a range of different resources to suit their own needs, preferences and learning styles. Based on this, and the recommendations of Bakker et al (2016), the *iyarn* resources spreadsheet categorises the resources provided under five headings reflecting their intended impact (see Section 4.2.2). Teachers are encouraged,

where possible, to provide students with at least one resource which falls under each of these headings.

4.2 Using the iyarn resource spreadsheet

4.2.1 Filtering

The iyarn spreadsheet is designed to allow users to filter for appropriate resources under each of the 6 segments of the student wellbeing wheel.

Filter	Description
Sub-area	This column categorises each resource by the major sub-areas within each section (e.g., for 'Healthy Body' sub-areas would include exercise, sleep, nutrition and tech use).
Tag	This column allows the user to further refine the subject matter they are interested in by tagging resources by their specific subject (e.g., caffeine).
Publisher	This column allows resources to be filtered by a preferred publisher (e.g., ReachOut versus Headspace).
Age	These columns allow the user to filter resources by age group. Resources have been tagged as 'all ages' unless they are considered:
Age - Lower	specifically inappropriate for younger audience: in this case, the youngest appropriate age group would be indicated in 'Age – Lower'.
Age – Upper	not of interest or challenging enough for older audiences: in this case, the oldest appropriate age group would be indicated in 'Age – Upper'.
Use	This column categorises each resource by their ideal mode of use: <ul style="list-style-type: none"> • 'student solo' – resources which are best provided to students for them to read and engage with in their own time (e.g., through an email intervention); • 'solo-together' – resources that can be worked on individually in a class-based setting; and • 'class' – resources that can be used for group activities in a classroom setting.
Resource Impact	This column categorises resources by their intended impact – Learn: Psycho-Education (PE), Lift: Mood Lifter (ML), Plan: Behavioural Activation (BA), Develop: Coping Skills (CS), Reflect: Reflection Questions (RQs). Details of the different impact categorisations are provided in Section 4.2.2 below.
Medium	This column categorises resource by their medium e.g., article versus video.

The spreadsheet uses Excel's basic 'Sort & Filter' option: to filter options under each heading: (1) click on the drop-down arrow; (2) de-select 'Select All'; and (3) select the options you wish to filter for.

4.2.2 Resource Impact Categorisation

The iyarn spreadsheet uses a modified form of the categorisation outlined by Baker et al (2016) to allow teachers and students to filter for different types of resources. These are:

- ❖ **Learn: Psycho-educational resources (PE):** resources which provide information which allow individuals to develop a better understanding of wellbeing and the various components which underly it. The PE resources provided in the spreadsheet are in some cases general, but are in many cases linked to specific topics (e.g., family conflict, the benefits of sleep etc).

Bakker et al (2016) additionally found that the general provision of PE resources had preventative and community-level benefits: improving attitudes toward mental health issues and supportive behaviour among recipients.^x

- ❖ **Lift: Mood Lifters (ML):** resources that encourage behaviours which have been shown to directly improve mood, such as exercise and listening to music.^{xi}

All-purpose Mood Lifters can be found in the 'Self-care, Awareness & Positive Emotions' resource set, under the 'Relaxation', 'Mindfulness' and 'Self-care' tabs.

- ❖ **Plan: Behavioural Activation (BA):** resources which encourage goal-setting and the planning of activities to expose individuals to new opportunities, and allow them to develop skills. In theory, this will help the individual to: (1) improve their sense of competence and self-efficacy; and (2) break cycles of avoidance and inactivity that perpetuate low moods, reliance on mood-dependent behaviours that, "play a key role in the development of anxiety, depression, and many other psychological disorders".^{xii}

Bakker et al (2016) recommends that it may be useful to pair BA with reflection exercises to encourage individuals to reflect on the benefits of engaging in the activity and "promote self-discovery".^{xiii}

- ❖ **Develop: Coping Skills Training (CS):** resources which support the development of coping skills. According to Bakker et al (2016), this is "the most direct way of improving self-efficacy", specifically Coping Skills Efficacy (CSE). CSE refers to "an individual's perceived ability to effectively cope with adversity and stress", and is associated with: reduced avoidance behaviours and "problematic maintenance cycles"; improved mental wellbeing; and reduced health impacts resulting from stressful events.

Bakker et al (2016) also suggest that it is beneficial to support individuals to develop a varied repertoire of CS, to allow them to choose which strategies suit them best and improve their sense of choice and control which should, under SDT, "feed intrinsic motivation toward self-improvement"^{xiv}, and persistence on task.

- ❖ **Reflect:** The iyarn resource spreadsheet also includes a number of **Reflection Question (RQ)** sets which can be used to help students:

- distinguish between problems or unhelpful behaviours that can be addressed, and the ordinary setbacks that are a part of everyone's lives;
- understand their own strengths, goals, values and ambitions, and assess whether their behaviour aligns with them;
- develop skills which will allow them to better understand their emotions and manage issues in the future.

In addition, these questions may be useful for further filtering for resources that will be most useful for their specific circumstances.

4.3 Email Interventions

The theory outlined in Section 4.1 suggests that the messaging and resources provided in intervention emails should be straightforward, but not overly prescriptive and instead provide a foundation for paired exercises which allow students to clarify their own values and motivations, and develop internal resources and skills which they can use to support their own wellbeing throughout their lives.

Based on this theory, it is recommended that, where possible, intervention emails should provide students with:

1. a selection of different resources (Learn, Lift, Plan, Develop / PE, BA, CS and ML) in order to (1) target different psychological processes and (2) allow each individual to choose the resources that suit their personal needs/preferences.
2. a set of Reflection Questions (RQ) to accompany these resources, to support students to refine their own goals, values, and ambitions that relate the information provided to their own context, develop their competence, and reflect on the benefits of integrating any useful strategies into their routine.

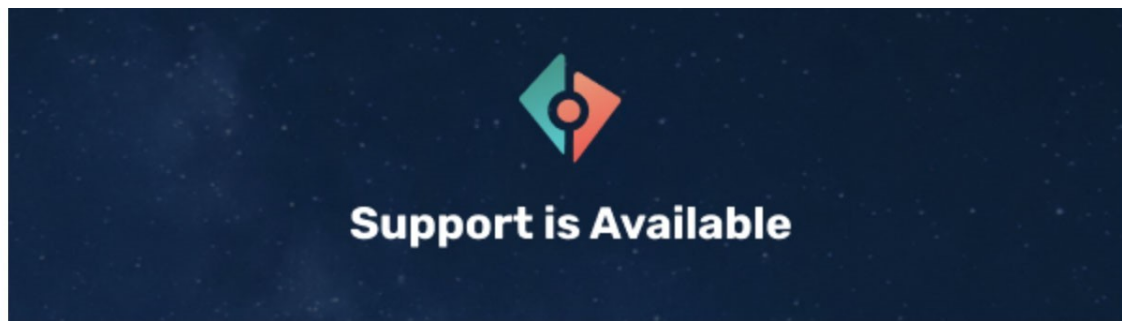
lyarn should filter these by age group and segment, and email modifications may be provided as automated suggestions to teachers, rather than directly to students.

Teachers and students may find it helpful to include a range of resources using the categories above.

- ❖ Learn: learn more about wellbeing from these resources
- ❖ Lift: these are things that may lift your mood
- ❖ Plan: these are ideas to help you think about your goals and make steps to meet them
- ❖ Develop: these resources give you strategies and skills to cope
- ❖ Reflect: these prompts help you checkin with yourself; you can use them before you checkin, and afterwards

A sample email is provided below which teachers can modify to suit any segment/sub-area and to include the resources they have selected as appropriate for the specific student.

4.3.1 Sample Email



Thank you for checking in. We're here to support you with resources chosen by your teacher, from organisations that work to help us all build wellbeing skills.

Based on your [X segment] check-in, some of these resources may be helpful to you.

You can choose which resources you want to use, to learn, lift, plan, develop skills, or reflect. As many factors contribute to [x segment], we've organised resources so you can choose which topic is most important for you:

- [Topic 1]
- [Topic 2]
- [Topic 3]
- [Topic 4]

Under each heading there are a variety of resources for you to choose from: look through the resources that interest you and see what works best for you.

If nothing here fits, or quite addresses the specific issues you are facing, you can reach out to [school counsellor] for advice at [contact details] or, if you prefer, sign up to [Headspace](#) where you can talk privately to professional counsellors over the phone or via webchat between 9am and 1am.

1) Topic 1

Resources (ideally showing a range of Learn; Lift; Plan; Develop; Reflect)

[Resource 1] – basic description (e.g., this resource is useful for x), medium

[Resource 2] – basic description, medium

[Resource 3] – basic description, medium

Reflection Questions

- Reflection Q 1
- Reflection Q 2
- Reflection Q 3

- Standard Reflection Q: Did these resources provide you with any strategies that you think would be helpful? If so, how would you apply them and/or integrate them into your routine?

2) Topic 2

Resources

[Resource 1] – basic description (e.g., this resource is useful for x), medium

[Resource 2] – basic description, medium

[Resource 3] – basic description, medium

Reflection Questions

- Reflection Q 1
- Reflection Q 2
- Reflection Q 3
- Standard Reflection Q: Did these resources provide you with any strategies that you think would be helpful? If so, how would you apply them and/or integrate them into your routine?

3) Topic 3

Resources

[Resource 1] – basic description (e.g., this resource is useful for x), medium

[Resource 2] – basic description, medium

[Resource 3] – basic description, medium

Reflection Questions

- Reflection Q 1
- Reflection Q 2
- Reflection Q 3
- Standard Reflection Q: Did these resources provide you with any strategies that you think would be helpful? If so, how would you apply them and/or integrate them into your routine?

4) Topic 4

Resources

[Resource 1] – basic description (e.g., this resource is useful for x), medium

[Resource 2] – basic description, medium

[Resource 3] – basic description, medium

Reflection Questions

- Reflection Q 1
- Reflection Q 2
- Reflection Q 3
- Standard Reflection Q: Did these resources provide you with any strategies that you think would be helpful? If so, how would you apply them and/or integrate them into your routine?

4.4 Class-based interventions

Universal, class-based interventions have been found to be effective for building resilience and provide a buffer against mental ill-health, as well as reducing stigma and encouraging informed discussion of wellbeing issues within the class.^{xv}

However, as outlined in Section 4.1 above, ACT and SDT indicate that, where possible, it is important for teachers to ensure that activities:

- are straightforward^{xvi} but not overly prescriptive, allowing room for students to work in their own way and apply their own values/motivations^{xvii}
- provide an opportunity for students to demonstrate their understanding of the subject matter and apply it to their own context. For example, using paired reflection questions in-class or providing them as take-home activities.

Further, relating learning material directly to the context of the students can improve their engagement.^{xviii} Teachers may do this by modifying the examples provided in activity instructions so that they specifically relate to their class's context (as has been suggested in Section 2 for the explanation of the iyarn segments).

When a class checks-in, cohort ratings could be used with iyarn to recommend the most relevant resources, based on the model described above.

- ⁱ 5 Ways to Wellbeing AU, *Be Active*, <https://5waystowellbeing.org.au/5-ways/be-active/>
- ⁱⁱ Royal Melbourne Hospital, 'Connect', *5 Ways to Wellbeing*, n.d., <https://5waystowellbeing.org.au/5-ways/connect/>.
- ⁱⁱⁱ Alexander, Rebecca, Oriana R Aragón, Jamila Bookwala, Nicolas Cherbuin, Justine M Gatt, Ian J Kahrilas, Niklas Kästner, et al. "The Neuroscience of Positive Emotions and Affect: Implications for Cultivating Happiness and Wellbeing." *Neuroscience and biobehavioral reviews* 121 (2021): 221
- ^{iv} 5 Ways to Wellbeing Australia, *Be Aware*, <https://5waystowellbeing.org.au/5-ways/be-aware/>
- ^v Robinson, Paula (2016), p. 74
- ^{vi} Ryan (2021) p. 376
- ^{vii} Ryan (2021) p. 376
- ^{viii} Robinson, 67.
- ^{ix} Hui-Ching Kayla Hsu, Cong Vivi Wang, and Chantal Levesque-Bristol, 'Reexamining the Impact of Self-Determination Theory on Learning Outcomes in the Online Learning Environment', *Education and Information Technologies* 24 (2019): 2161.
- ^x Bakker and Rickard, 'Engagement in Mobile Phone App for Self-Monitoring of Emotional Wellbeing Predicts Changes in Mental Health', 10–11.
- ^{xi} David Bakker and Nikki Rickard, 'Engagement in Mobile Phone App for Self-Monitoring of Emotional Wellbeing Predicts Changes in Mental Health: MoodPrism', *Journal of Affective Disorders* 227 (1 February 2018): 9, <https://doi.org/10.1016/j.jad.2017.11.016>.
- ^{xii} David Bakker et al., 'Mental Health Smartphone Apps: Review and Evidence-Based Recommendations for Future Developments', *JMIR Mental Health* 3, no. 1 (1 March 2016): 10, <https://doi.org/10.2196/mental.4984>.
- ^{xiii} David Bakker et al., 'Mental Health Smartphone Apps: Review and Evidence-Based Recommendations for Future Developments', *JMIR Mental Health* 3, no. 1 (1 March 2016): 10, <https://doi.org/10.2196/mental.4984>.
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- ^{xv} Samuel et al., 'Developing the Content of a Brief Universal Acceptance and Commitment Therapy (ACT) Programme for Secondary School Pupils: InTER-ACT', 3.
- ^{xvi} Samuel et al., 'Developing the Content of a Brief Universal Acceptance and Commitment Therapy (ACT) Programme for Secondary School Pupils: InTER-ACT', 11.
- ^{xvii} Hui-Ching Kayla Hsu, Cong Vivi Wang, and Chantal Levesque-Bristol, 'Reexamining the Impact of Self-Determination Theory on Learning Outcomes in the Online Learning Environment', *Education and Information Technologies* 24 (2019): 2161.
- ^{xviii} Hui-Ching Kayla Hsu, Cong Vivi Wang, and Chantal Levesque-Bristol, 'Reexamining the Impact of Self-Determination Theory on Learning Outcomes in the Online Learning Environment', *Education and Information Technologies* 24 (2019): 2161.