

The PERMA Profiler



The PERMA profiler is designed to measure the general wellbeing of adults according to Seligman’s PERMA model. This questionnaire measures positive and negative emotions, engagement, relationships, meaning, accomplishment, and health. Participants respond to 23 items on a 10-point Likert scale: For example, “In general, how often do you feel joyful? . . . How often do you lose track of time while doing something you enjoy?” (Kern, n.d., n.p.). This measure is free for any noncommercial use as long as the appropriate credits are given, but administrators are requested to read through the [PERMA Profiler document and register](#) before using the measure. Participants can take the PERMA profiler online by registering at <https://edtechbooks.org/-kQI>.

Pros for Schools

Provides a general overview of wellbeing
Widely used

Cons for Schools

Suggestions for Further Research

Butler, J., & Kern, M. L. (2016). [The PERMA-Profiler: A brief](#)

[multidimensional measure of flourishing](#). *International Journal of Wellbeing*, 6(3), 1-48. <https://doi.org/10.5502/ijw.v6i3.526>

Kern, P. (n.d.). Questionnaires. <https://edtechbooks.org/-vYoE>.

Pezirkianidis, C., Stalikas, A., Lakioti, A., & Yotsidi, V.(2019). Validating a multidimensional measure of wellbeing in Greece: Translation, factor structure, and measurement invariance of the PERMA Profiler. *Current Psychology*.

<https://edtechbooks.org/-Xwzt>

Wammerl, M., Jaunig, J., Mairunteregger, T. & Streit, P. (2019). The German Version of the PERMA-Profiler: Evidence for Construct and Convergent Validity of the PERMA theory of Well-Being in German Speaking Countries. *Journal of Well-Being Assessment*, 3(2-3), 75-96. <https://edtechbooks.org/-Zbty>

ASSESSING
WELLBEING
IN SCHOOLS

*An Educator's Practical Guide to
Measuring Wellbeing*

MEGAN BATES AND DAVID BOREN



Bates, M. & Boren, D. M. (2019). *Assessing Wellbeing in Schools: An Educator's Practical Guide to Measuring Wellbeing*. EdTech Books. Retrieved from <https://edtechbooks.org/wellbeing>



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