

Quality Assurance Framework for OOHC

General Use

Workshop 2 – Reading the Results

Facilitator Guide

July 2021

Preparation checklist - Have you?

- read through the User guides, Facilitator Guide and PowerPoint slides
- read through the Facilitator Notes
- complete the pre-training actions

Symbols used in the guide to help facilitators tailor the presentation to the audience

When you see the following symbol:



Provide examples, anecdotes, statistics and scenarios here to make the content relevant to participants.



This activity asks participants to be active and involved. Reinforce the working agreement to maintain a safe environment for people to participate.



This activity asks participants to do a written exercise in their participant workbook







This highlights that the participants will be asked to discuss a particular item in the module



Workshop 2 Reading the Results

Context	This Workshop will focus on reading the results from the Strengths & Difficulties Questionnaires and the Child & Young Person Questionnaire.
Time	3 hours
Delivry Information	<p>This Workshop is a practical one where a Facilitator runs the day and teams work with their Managers to workshop, discuss and learn together.</p> <p>Please seat your teams together to allow for easy conversation.</p> <p>More information can be found in the Workshop Facilitation Guide. If your teams need a fuller explanation of any element of the SDQ or CYPQ they can be found Chapter 3 SDQ Guide and Chapter 3 Child and Young Person Guide (a Safety and Permanency, b Aboriginal Child and young person Questionnaire, c Multicultural)</p> <ul style="list-style-type: none"> • The Guides can be tailored to the participants or sites knowledge and experience • The Facilitator can print the relevant sections and the contents page of the Workbook • Each module is represented in a: <ul style="list-style-type: none"> ○ Facilitator kit ○ PowerPoint ○ Workbook that includes activities for all QAF Workshops
Materials	<ul style="list-style-type: none"> • Workshop 2 PowerPoint • Hard copies of: <ul style="list-style-type: none"> ○ Real questionnaire results for teams ○ User Guide - Chapter 2 and 3, ○ Workshop results template • Flip charts for team summary/reporting
Objective	Read, and identify areas that need support from the results of the Questionnaires completed pre workshop.
Facilitator actions before delivery	<ul style="list-style-type: none"> • Print real results of the SDQ and CYPQ to be used by teams. • Ensure managers have an understanding of the results as per pre Workshop 2 managers meeting.

Facilitator Guide – Workshop 2 – Reading Results

Time	Activity	Resources
5 Mins 	<p>ACKNOWLEDGEMENT/WELCOME TO COUNTRY</p> <ul style="list-style-type: none"> • Welcome/acknowledgment to Country • Introduce yourself to the group • Aim of the day, outline the agenda 	SLIDE 1
10 mins 	<p>RECAP OF WORKSHOP 1</p> <ul style="list-style-type: none"> • Talking with carers and CYP about the questionnaires • Completing the questionnaires • Saving and printing out results <p>FEEDBACK FROM GROUP</p> <ul style="list-style-type: none"> • How many are completed so far/ over due • Number of alerts, was this a surprise? How did it go? 	SLIDE 2
1 hr 	<p>READING STRENGTHS AND DIFFICULTIES QUESTIONNAIRE RESULTS</p> <ul style="list-style-type: none"> • Using the PP point provided go over the SDQ results • In teams spend 15mins reviewing the real SDQs using the results tables • Feedback to the group – facilitator to scribe learnings • Facilitator to draw out key learning areas 	SLIDE 3 4 5
15 mins	BREAK	
1 hrs 	<p>READING CYPQ – SAFETY AND PERMANENCY QUESTIONS</p> <ul style="list-style-type: none"> • Using the results, write the information provided into a story – facts only • Highlight action areas • Prioritise actions • Develop activities to present at Case review <p>READING CYPQ - ABORIGINAL CULTURAL CONNECTIONS QUESTIONS RESULTS</p>	SLIDE 6 7 SLIDE 8



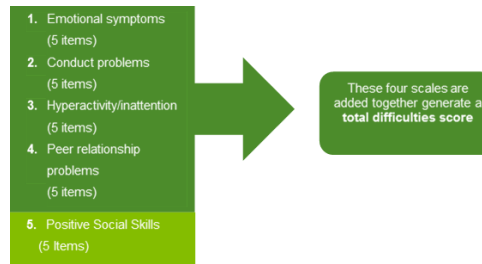
	<ul style="list-style-type: none"> • Using the results, write the information provided into a story – facts only • Highlight action areas • Prioritise actions • Develop activities to present at Case review 	
30 mins	LUNCH	
15 mins 	READING MULTICULTURAL QUESTIONNAIRE RESULTS <ul style="list-style-type: none"> • Using the results, write the information provided into a story – facts only • Highlight action areas • Prioritise actions • Develop activities to present at Case review 	SLIDE 9
15 mins 	CASE REVIEW PROCESS FOR EACH TEAM <ul style="list-style-type: none"> • In your teams discuss your process of presenting the questionnaire information for discussion and action • Who is to do what? What information does the manager want to see at the meeting? Pre and post meeting? 	SLIDE 10
5 mins	NEXT STEPS AND FINISH <ul style="list-style-type: none"> • Over the next few weeks you will start to use the information you have received from the questionnaires to inform your casework. • For the QAF review with your manager provide the group, the time and location of this session 	



Strengths & Difficulties Questions by Category

Age Groups 2-4 years 4-11 years 11 to 17 years

Questions across the SDQ age brackets are all the same except for Q22 in the 2-4 age group is “Can be spiteful to others” and Q22 in the 4-11 and 11-17 age groups is “Steals from home, school or elsewhere’. Other words may be changed as age appropriateness.



Question Categories

1 - Emotional symptom	2 – Conduct symptoms
Q3 Often complains of headaches, stomach aches or sickness	Q5 Often loses his or her temper
Q8 Many worries or often seems worried	Q18 Often argumentative with adults / Often lies or cheats
Q13 Often unhappy, depressed or tearful	Q 12 Often fights with other children/young people or bullies them
Q16 Nervous or clingy in new situations, easily loses confidence	Q7 Generally, well behaved, usually does what adults request
Q24 Many fears, easily scared	Q22 Can be spiteful to others/Steals from home, school or elsewhere

3 – Hyperactivity Inattention	4 – Peer Relationship problems
Q2 Restless, overactive, cannot stay still for long	Q6 Rather solitary, prefers to play alone/ Would rather be alone than with other young people
Q10 Constantly fidgeting or squirming	Q11 Has at least one good friend
Q15 Easily distracted, his or her concentration wanders	Q14 Generally liked by other children/young people
Q25 Good attention span, sees play activities out to the end/see chores or homework through to the end	Q19 Picked on or bullied by other children/young people
Q21 Can stop and think things out before acting/ Thinks things out before acting	Q23 Gets along better with adults than with other children/young people

5 – Positive Social Skills
Q1 Considerate of other people’s feelings
Q4 Shares readily with other children e.g. toys, treats, pencils – young people e.g. games and food
Q9 Helpful if someone is hurt, upset or feeling ill
Q17 Kind to younger children
Q20 Often offers to help others (parents, preschool, staff, children)