Appendix B

Development Stage Additional documents

Contents

- Profile of Project workers
- Summary of Project worker training
- Project user assessment protocol
- Rosenberg Self Esteem Scale
- Change Project Questionnaire
# Project Worker training programme contents

## 1 Part 1
- **2** Introduction
- **3** National policy
  - **3.1** Refer to every child matters
  - **3.2** Role of schools
- **4** Discuss role of learning mentor
- **5** Explain role of change project worker
  - **5.1** Child’s agenda
  - **5.2** Privacy
  - **5.3** Signposting
  - **5.4** Data collection
  - **5.5** Teaching strategies

## 6 Part 2
- **7** Discuss differences between the two roles
- **8** Use self awareness exercise from CAMHS training
- **9** Use images from Steph Littleton’s training (local CBT training for teaching assistants run by the LEA)
- **10** Present the materials:
  - **10.1** Go for it
  - **10.2** Retracking
  - **10.3** Newcastle and Northumberland
  - **10.4** Shade
  - **10.5** Forms and admin

## 11 Part 3
- **12** Role play using vignettes
- **13** Practice data collection
- **14** Discuss data collection

## 16 Part 4
- **17** Reprise
- **18** Role play
- **19** Problem solving
- **20** Referral system
- **21** Communication system
- **22** Supervision arrangements
- **23** Summary
- **24** Feedback
Guidelines for improving readability

Simple, active, short sentences. Avoid passive sentences. 'We suggest' rather than 'It is suggested that'. Try not to let sentences start at the ends of lines.

Charts, graphs. These are good visually, providing you can hear the words.

Full terms not initial letters. It is hard to refer back to the first conventional instance of the full term or to a glossary. If you must use initial letters, put stops in those with vowels, e.g. O.B.E., R.N.I.B., I.C.T. Text-readers say OBE, RNIB, ICT as words.

Lowercase letters, with initial capitals when relevant. Mixed case words are easier for visual readers than capitalised blocks. This applies to posters and notices as well.

Bold, not italics or underlining. Borders not text-boxes. Put borders round sections instead of text-boxes. Listeners to Word have to click on each text-box.

Tabulation, not tables. Tables in Word are difficult for listeners. Each cell repeats indefinitely.

Stops to make the voice pause and drop in tone. Punctuation after headings, sub-headings, numbers and bullet points to help free text-readers, particularly Adobe Reader Read Out Loud. Put stops in e.g., i.e., etc., or they will be read as words.

Hyphens in compound words. Hyphens help visual readers and text-reader pronunciation for listeners. but do not let Word put artificial hyphenation at line ends, e.g. 'opera-tion'.

Chunked phone numbers. Text-readers say long numbers as millions and hundreds of thousands.

## Profile of Project workers (GS = Girlschool; FS = Faithschool; SS = Sportschool)

<table>
<thead>
<tr>
<th>School</th>
<th>Age (yrs)</th>
<th>Sex</th>
<th>Ethnic background</th>
<th>Training for job</th>
<th>qualifications</th>
<th>job title</th>
<th>principle duties</th>
<th>months in job</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS</td>
<td>27</td>
<td>F</td>
<td>white</td>
<td>textile design</td>
<td>BA textiles</td>
<td>TA</td>
<td>SEN support</td>
<td>3</td>
</tr>
<tr>
<td>GS</td>
<td>35</td>
<td>F</td>
<td>black african</td>
<td>short courses</td>
<td>learning mentor, welfare education</td>
<td>learning mentor</td>
<td>classroom support</td>
<td>36</td>
</tr>
<tr>
<td>GS</td>
<td>-8</td>
<td>F</td>
<td>black other</td>
<td>mentoring</td>
<td>Classroom assistant counselling mentor</td>
<td>Learning mentor</td>
<td>LAC support and liaison</td>
<td>48</td>
</tr>
<tr>
<td>GS</td>
<td>34</td>
<td>F</td>
<td>white</td>
<td>Short mental and social work courses</td>
<td>A levels</td>
<td>TA</td>
<td>Intensive SEN support</td>
<td>6</td>
</tr>
<tr>
<td>SS</td>
<td>34</td>
<td>F</td>
<td>white</td>
<td>no data</td>
<td>Special TA</td>
<td>LSA</td>
<td>Learning/behaviour support</td>
<td>48</td>
</tr>
<tr>
<td>SS</td>
<td>27</td>
<td>F</td>
<td>white</td>
<td>mental health teens</td>
<td>Diploma in youth work Level 3</td>
<td>LSA</td>
<td>SEN support</td>
<td>42</td>
</tr>
<tr>
<td>SS</td>
<td>46</td>
<td>F</td>
<td>white</td>
<td>Induction*, transition*</td>
<td>TA Level 2</td>
<td>LSA</td>
<td>SEN support</td>
<td>no data</td>
</tr>
<tr>
<td>SS</td>
<td>26</td>
<td>F</td>
<td>white</td>
<td>catch-up**, restorative practice**</td>
<td>Degree ongoing</td>
<td>Lead TA</td>
<td>SEN support</td>
<td>72</td>
</tr>
<tr>
<td>SS</td>
<td>26</td>
<td>F</td>
<td>other</td>
<td>Induction, transition*, restorative, speech and language</td>
<td>GCSEs</td>
<td>TA/LSA</td>
<td>classroom support including SEN</td>
<td>54</td>
</tr>
<tr>
<td>SS</td>
<td>27</td>
<td>F</td>
<td>white</td>
<td>Nursery, primary, youth club, secondary</td>
<td>Transition*, restorative</td>
<td>GCSEs</td>
<td>classroom SEN support small groups</td>
<td>66</td>
</tr>
<tr>
<td>FS</td>
<td>34</td>
<td>F</td>
<td>white</td>
<td>No data</td>
<td>Degree</td>
<td>pastoral tutor</td>
<td>focus on behaviour</td>
<td>4</td>
</tr>
<tr>
<td>FS</td>
<td>24</td>
<td>M</td>
<td>white</td>
<td>Degree in performance</td>
<td>degree</td>
<td>pastoral tutor</td>
<td>focus on behaviour</td>
<td>no data</td>
</tr>
</tbody>
</table>

* supporting students moving from primary to secondary school or leaving secondary school. **support for students to cope in mainstream school
Below:

The Rosenberg Self Esteem Scale, Change Project version
Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle strongly agree. If you agree with the statement, circle agree. If you disagree, circle disagree. If you strongly disagree, circle strongly disagree.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>On the whole, I am satisfied with myself.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>2.</td>
<td>At times, I think I am no good at all.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>3.</td>
<td>I feel that I have a number of good qualities.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>4.</td>
<td>I am able to do things as well as most other people.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>5.</td>
<td>I feel I do not have much to be proud of.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>6.</td>
<td>I certainly feel useless at times.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>7.</td>
<td>I feel that I’m a person of worth, at least on an equal plane with others.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>8.</td>
<td>I wish I could have more respect for myself.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>9.</td>
<td>All in all, I am inclined to feel that I am a failure.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>10.</td>
<td>I take a positive attitude toward myself.</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
</tr>
</tbody>
</table>

Thank you! 😊
The Change Project Questionnaire

Hello! Thank you for looking at this questionnaire. The change project is running in your school to offer help and support for worries and problems. Anyone in school can use it. You do not have to fill this in but your views are important to us. They will help us to learn:

- Whether the Change Project helps young people
- How to make it better.

Your answers are confidential - we do not need your name on this form. No one will know what you have said.

1. How did you hear about the Change Project? (Please tick your answer)

<table>
<thead>
<tr>
<th>Assembly</th>
<th>Form Tutor</th>
<th>Other member of staff</th>
<th>Posters or Leaflets</th>
<th>Letters sent Home</th>
<th>Friends</th>
<th>Another way (Please Say What)</th>
<th>This is the first I’ve heard of it</th>
</tr>
</thead>
</table>

2. Do you know how to get an appointment with the project? | Yes | No | Maybe

3. Do you know someone who has used the project? (Could be you or another person) | Yes | No | Maybe

4. Would you consider using it if you had any worries? | Yes | No

Please say why.

5. Please say what you think the project offers to people in school.

<table>
<thead>
<tr>
<th>Information</th>
<th>Advice</th>
<th>Support</th>
<th>Help</th>
<th>Something else (please say what)</th>
<th>Don’t know</th>
</tr>
</thead>
</table>

Please turn over.
6. Does the project sound useful? Yes | No | Don’t know

7. What ideas have you got to make the project better? Please say.


Now, some questions about you:

8. How old are you?

9. Are you male or female?

10. What is your ethnicity or culture? Please tick one from this list.

<table>
<thead>
<tr>
<th>Black - Caribbean</th>
<th>Black - African</th>
<th>Black - other</th>
<th>Indian</th>
<th>Pakistani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladeshi</td>
<td>Chinese</td>
<td>Other</td>
<td>White</td>
<td>Prefer not to say</td>
</tr>
</tbody>
</table>

11. If you know your postcode please put it here.

12. Please let us know anything else you have to say about the project. This will help us to make improvements.

To get an appointment with the project, ask your form tutor or see the posters around school.

Thanks