

## **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

### **15**

### **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.

British Dyslexia Association (2009) *BDA Training Department* [Online] Available at: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) (Updated Jan 2009)[Accessed 13 Jan 2009].

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

School	Age (yrs)	Sex	Ethnic	background	Training for job	qualifications	job title	principle duties	months in job
GS	27	F	white	textile design	none	BA textiles	TA	SEN support	3
GS	35	F	black african	primary and secondary	short courses	learning mentor, welfare education	learning mentor	classroom support	36
GS	-8	F	black other	no data	mentoring	Classroom assistant counselling mentor	Learning mentor	LAC support and liaison	48
GS	34	F	white	disability support adults 12yrs	Short mental and social work courses	A levels	TA	Intensive SEN support	6
SS	34	F	white	no data	no data	Special TA	LSA	Learning/behaviour support	48
SS	27	F	white	mental health teens	Induction, Control and Restraint, health and safety	Diploma in youth work Level 3	LSA	SEN support	42
SS	46	F	white	childminder	Induction*, transition*	TA Level 2	LSA	SEN support	no data
SS	26	F	white	no data	catch-up**, restorative practice**	Degree ongoing	Lead TA	SEN support	72
SS	26	F	other	Youth club volunteer	Induction, transition*, restorative, speech and language	GCSEs	TA/LSA	classroom support including SEN	54
SS	27	F	white	Nursery, primary, youth club, secondary	Transition*, restorative	GCSEs	LSA	classroom SEN support small groups	66
FS	34	F	white	primary, pastoral, governor	No data	Degree	pastoral tutor	focus on behaviour	4
FS	24	M	white	no data	Degree in performance	degree	pastoral tutor	focus on behaviour	no data

\* 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**

ID	PW	Date

Is this the 1st 2nd 3rd time you have filled in one of these questionnaires? (Please tick)

**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*.**

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

Thank you! 😊

## The Change Project Questionnaire



### The Change Project Confidential 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)

Assembly	Form Tutor	Other member of staff	Posters or Leaflets	Letters sent Home	Friends	Another way (Please Say What)	This is the first I've heard of it
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#### 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? Yes No Maybe (Could be you or another person)

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.

Information	Advice	Support	Help	Something else (please say what)	Don't know
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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.

Black - Caribbean	Black - African	Black - other	Indian	Pakistani
Bangladeshi	Chinese	Other	White	Prefer not to say

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