

Children's Workforce Development Council

Commissioned Practitioner-Led Research Project

An evaluation of the effectiveness of using 'words to pictures' software and working with Young Interviewers to consult directly with children and young people, specifically with very young children and disabled children and young people, to find out what they think of the services they receive

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Young Interviewers

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Children's Workforce Development Council Practitioner-led-Research 2010

1. Introduction

This report explores the effectiveness of one model of Participation and Consultation practice within Oxfordshire Children's Trust in 2010. This research is practitioner-led and has been commissioned by the Children's Workforce Development Council. It is hoped that the findings will inform future practice around the country.

The research considers the effectiveness of using 'words to pictures' software and working with 'Young Interviewers' to consult directly with children and young people (referred to hereafter as C&YP), specifically with young children and disabled C&YP to find out what they think of the services they receive.

Seven pilot consultations have taken place over the last two years in children's services in Oxfordshire from 2007-2009 using one particular model to seek the views of C&YP. Nine Young Interviewers consulted with 170 young children at:

1. A children's 'Play Day' in 2007
2. A pilot consultation in four children's centres in 2008
3. Faringdon children's centre in 2009

Three other pilot consultations were carried out specifically seeking the views of disabled C&YP:

- 4/5. Two consultations for Oxfordshire C&YP's Trust (OCYPT) in 2007 and 2009
6. One for Oxfordshire Special Educational Needs Support Services (SENS) in 2008
7. Finally an 'experience of service' questionnaire was developed recently in 2009, currently being piloted by Oxfordshire and Buckinghamshire Child and Adolescent Mental Health Services (CAMHS)

The common thread through these pilot projects is that C&YP helped design the consultation questionnaires using pictures and symbols rather than words and that the consultations were packaged in either a picture comic format instead of a written survey or in an album format and presented to C&YP as an interactive 'sticker' game. Almost 600 C&YP, specifically young children (under 5yrs old) and disabled C&YP (4-21yrs), were involved in these consultations which were carried out in 39 different settings. This report will use these seven pilot projects as its frame of reference in its evaluation.

1.1 Aims of the Project

This research is in three parts:

- 1) To explore the effectiveness of several interactive tools and techniques used to consult directly with C&YP. This will include examining the impact of working with:
 - Young Interviewers who were trained to deliver consultations
 - Computer software that turns words into pictures
 - Album or comic formats to present the consultations
 - Fun 'stickers' that can change formal consultations into interactive games
- 2) To explore how this consultation model was then adapted to consult disabled C&YP
- 3) To look at the impact (if any) these consultations findings have had on the commissioning agencies' practices to see if this is an effective model and an example of good practice

2. Context for this Research

2.1 National Context for C&YP's Participation

There are an abundance of examples of good practice of C&YP's participation and consultation and many well established methodologies and 'how to' do participation toolkits available today (see index 2.1a for examples). Many local, regional and national voluntary and statutory organisations and charities have a 'Children's Rights' based approach to working with C&YP. Many of these organisations have well established participation strategies and processes in place and now employ Participation Practitioners to ensure the voices of C&YP are embedded into the planning, development and delivery of their services. Article 12 in the United Nations Convention of the Rights of the Child states: C&YP have a right to be involved in decisions that affect them. This is promoted in law, policy and guidance. Their participation is essential in order to achieve change, to improve policy and services and ensure the best outcomes for C&YP and it is a recognised 'duty of care' for practitioners to uphold Children's Rights.

2.2 Oxfordshire C&YP's Trust Working Definition of Participation & Consultation

Participation involves C&YP working with adults, overtly, formally and actively sharing power in decision making processes. Consultation involves C&YP in contributing their views on issues, influencing decisions and policy, but not being part of decision making processes. (Oxfordshire Involvement Strategy 2009-11)

This report will not be drilling down into the comprehensive findings gathered from the seven pilot projects referenced in this report but will focus on the process in which these findings were gathered. It will focus on the tools and techniques used to consult with two groups of C&YP who traditionally are more difficult to consult; very young children and disabled C&YP.

3. Methodology

Letters explaining the research and consent forms were sent to all the people involved in setting up or facilitating these consultations. Short questionnaires were then sent to everyone who chose to be part of this evaluation and follow-up phone calls were carried out to gather a fuller picture. Section four of this report focuses on consultations carried out with young children and section five, on consultations with disabled C&YP.

4. Rationale and Method of Carrying Out the Consultations with Young Children

As this report is an evaluation of the effectiveness of consultation methodologies, it is necessary to summarize the initial pilots methods with young children detailed below.

4.1 Aim of the Consultations with Young Children

- develop a fun interactive consultation game for young children to express their views, choices and preferences about things that are important to them
- find creative ways to engage and retain children's attention
- develop a formal framework to gather views in a systematic way
- train and support C&YP to be Young Interviewers to deliver the consultations
- find a direct consultation method different from the more traditional method of using observation & methods such as the Mosaic approach (Clark & Moss (2001))

4.2 Assumptions about Young Children's Abilities

- Children are competent to tell us what they want, like and prefer in the moment.
- Children are active partners rather than passive service users.
- 'Children know things without necessarily being able to put them into words' (Lancaster, 2003, p.25).

4.3 Working in Partnership with Young Interviewers

Nine C&YP (9-16yrs) were trained to deliver the consultations and interviewed 170 young children. For each new pilot, it was decided to actively recruit younger interviewers to see how effective it was to work with C&YP progressively closer in age to the participants. For example in the third pilot at Faringdon Children's Centre all four interviewers were nine years old (see Table 1).

Each interviewer undertook a training programme and followed guidelines, a 'checklist' to help them remember the steps and approach to take. The interviewers also received coaching before each consultation event and took part in an extensive debrief after each session to learn from each event and celebrate their successes (See index for training programme 4.3a & guidelines 4.3b).

4.4 Question and Picture Symbol Choice

Initial visits were made to meet the managers/staff to look into the rationale for the consultations, and decisions were made about the questions they wanted to ask the children. Photographs of key spaces and activities were taken to use in the consultations. In addition to this pictures and symbols were used in place of words to increase interest and accessibility, this offered both opportunity and challenge as children may not all use the same interpretation of a single picture/symbol. (This point is addressed within the findings section 6.1)

There are several effective examples of 'words to pictures' software which you can buy and also picture programmes which are free via the internet. However for this project 'widgit' software was used to depict the questions and placed in an attractive album alongside real and cartoon images/pictures. Widgit Literacy 'communicate in print' is a symbol desktop publishing package which enables you to create booklets, newsletters and comics. (See index 4.4a for picture and symbols packages)

4.5 Playing the Consultation Game

As these were one off 'snap shot' consultations, there was no expectation that the young children would want to talk to the unknown facilitators/interviewers, be it their age/confidence levels or due to the fact that we were unfamiliar people to them. Therefore to cut out any possible anxiety, it was decided the focal point of the whole consultation would be the album and big square adhesive 'stickers' (See index 5a). At the beginning of the game, the Young Interviewers demonstrated to the children that they could put the sticker on the yes or no faces if they liked the subject/object/ activity in question or put it on a picture/image if they preferred it to an opposing subject/object/activity. This put the child in control of the activity along with the added challenge of getting the sticker off their fingers and onto the page. In addition, other subtle techniques were employed (see index 4.5a).

A consent letter was created for the parents/ carers with details about the consultation game and every child was offered a thank you gift for their participation (see index 4.5a/b).

Data was gathered and recorded after each consultation/interview followed by 'unsticking' the stickers from each page to get the album ready for the next child to play the consultation game. There were three identical albums on the go at all times which meant two albums were free to do the 'game' with the children while the data from the other album was being recorded.

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4.6 (Table 1) Details of the Pilot Snap Shot Consultations with Young Children

| | | Sure Start Play Day Consultation 2007 | Four Children's Centres Pilot Consultation Project 2008 | Faringdon Children's Centre Consultation 2009 |
|----|---|---|---|--|
| 1 | Rationale | Consulting on areas prioritised in Oxon C&YP's Plan on: play, health & safety | To pilot a fun interactive consultation model to find out what makes children 'happy & healthy' | Consultation project to find out what makes children 'happy and healthy' |
| 2 | How many children took part | 52 | 76 | 42 |
| 3 | Number of children under 2yrs old | 0 | 15 | 9 |
| 4 | Number of children 2yrs old | 10 | 15 | 15 |
| 5 | Number of children 3yrs old | 19 | 11 | 9 |
| 6 | Number of children 4yrs old | 20 | 9 | 4 |
| | Number of children 5yrs old | 3 | 10 | 0 |
| 7 | Between 6-9yrs old | 0 | 16 | 5 |
| 8 | Number who didn't complete the survey | 1 | 9 | 8 |
| 9 | Number and ages of the Young Interviewers | Three (13-16yrs) | Five (10-16yrs) | Four (9yrs old) |
| 10 | Number of questions asked in each survey | 12 | 23 | 32 |

- In total 170 children took part in these consultations in six different settings
- 136 children were under five years old
- 103 children were under four years old
- 64 children were under three years old
- 24 children were under two years old
- For each subsequent consultation project, younger interviewers were recruited
- The number of questions asked got progressively longer

Ninety per cent (152) children completed all the questions put to them through the picture albums. In most cases, they listened to each question before responding (taking the sticker off their own fingers onto the page/picture of choice) for the 4-10minutes it took to complete the game. The Young Interviewers reported that the children appeared curious, interested and fully engaged in the process. Of the 170 children who took part over 90% nodded (yes) that they enjoyed doing the consultation, while the remainder made no comment/indication either way.

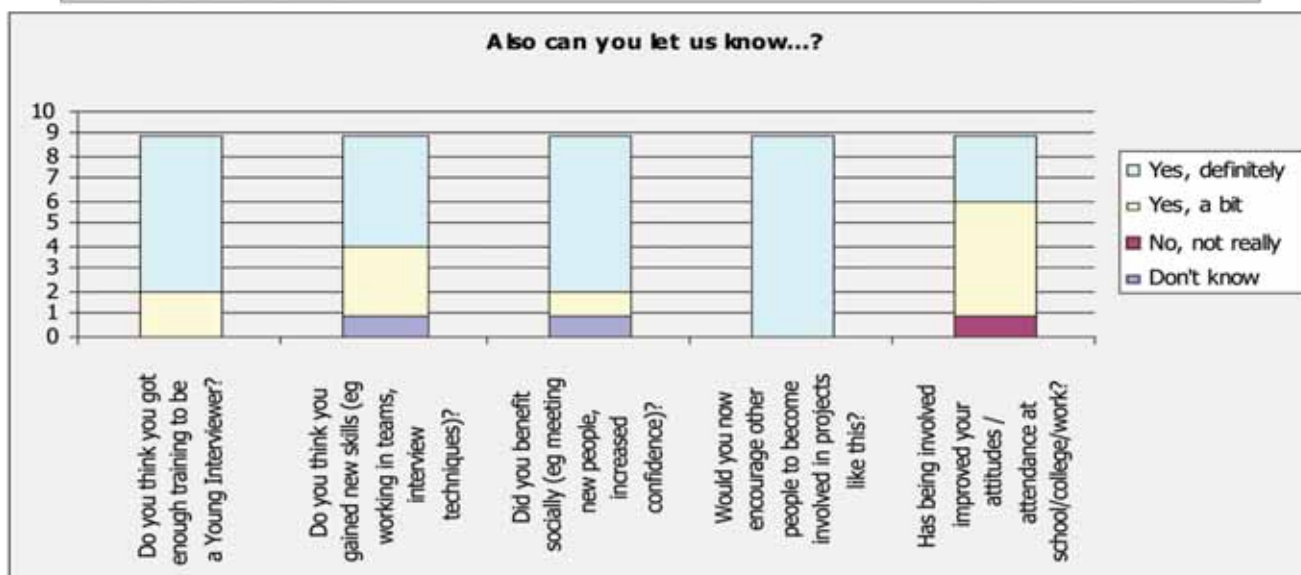
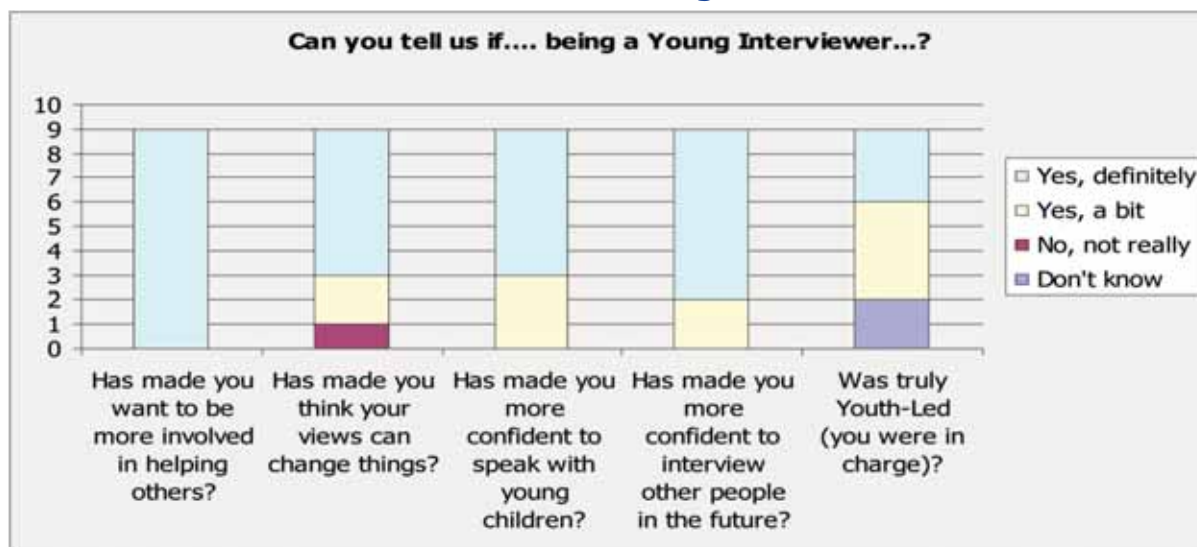
4.7 Impact of Working with Young Interviewers

Young Interviewers were the main reason these consultation projects were welcomed by the children's centre managers and staff. Findings suggest this model of working with young interviewers adds value on a number of levels. Firstly there is some suggestion that C&YP can relate to young children in a way that adults cannot *'Narrowing the gap in size and age could reduce potential misunderstanding of questions – and also potentially removes adult assumptions and analysis (though may add others)'* (Partridge, Strategic Lead, Participation & Play, OCYPT). One manager of a setting said the Young Interviewers' confident approach had a positive impact on the parents and it made the parents more curious and willing to engage.

Parents of the participants were impressed and supportive *'The children (interviewers) have been fantastic; they have been so patient and caring with the younger children at the centre. Brilliant'* Staff and managers at the children's centres were of the opinion *'that younger children have really enjoyed having the older children around. The children have been really polite and it has been a positive experience for everyone.'* The benefits to the young interviewers were obvious, a sense of achievement, developing new skills and a sense of making a positive contribution to their communities. (See index 4.7a for Young Interviewers feedback).

These findings suggest the act of consulting with very young children 'had an impact on parents and staff attitudes and perceptions of children's capabilities and insights' (Clark et al 2003, p.9). *'Consulting with children is recommended as it role models good habits for parents and practitioners'* (children's centre practitioner).

Table 2 and Table 3 - Feedback from the Young Interviewers



4.8 Competence and Understanding of Young Children

The initial challenge was to find an effective model to consult with very young children. For this to happen, the people involved needed to believe it was in fact possible to consult with this group. However in doing so an important question needs to be addressed: how competent are young children to express their views in particular the younger children under three years old? For example, were any of the children sticking for sticking sake, did they place the stickers on the album in no particular order, or were they considered in their choices? Comparative research would be necessary in order to re-consult the same set of children and study their replies over several attempts in order to see if there were any inconsistencies. If we asked the same children the same questions later that day, or next week, would they give the same answers to the consultation questions? Or in fact, is this the objective of a snap shot consultation?

One view amongst a few children's centre practitioners, who were consulted for this report, is that children under three are just not able to conceptualize into the future or engage in symbolic representation of their wishes. This was not the objective of these consultations. Children participants were not asked to share their future views, but to share their likes/preferences 'in the moment'. Future thinking and planning of children's centres practices (based on the children's feedback) is the job for the organisations and not the children.

Children have wide capabilities and from an early age engage in non-verbal conversations with adults they are close to way before they are able to articulate in words. They have a knowing about subjects, activities and objects. This view is supported for example by Meggitt (2007) who states; at 15 months babies are able to 'understand simple instructions', 'can identify pictures of a few named objects', 'enjoy looking at picture books' and 'can play simple games that involve action and taking turns' (p.47-51). Jean Piaget (1896-1980) who was a major theorist in child development describes infants between 12-18months, as 'young scientists' discovering new means to meet goals and making early experiments (Meggitt 2007, p.157).

Alison Partridge, Strategic Lead for Participation in OCYPT commented *'young children will respond from a more 'in the now' view – whereas as adults we may be swung by different factors in answering consultation questions (eg mood/weather). Both are as equally valid in consultation terms as the other – just different and need to be analyzed and understood within that context.'*

For these reasons I believe it is important to challenge the assumption in society that very young children are too young to be consulted about decisions that affect them. This methodology in these projects, support the view that children are 'experts in their own lives'. (Clark & Moss (2001)

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5. The Development of this Model to Consult with Disabled C&YP and in CAMHS (Table 4)

| | | OCYPT 2007 | SENSS 2008 | OCYPT 2009 | CAMHS 2009 |
|---|---|---|---|---|--|
| 1 | Rationale | <u>C&YP's Survey</u> To gather data from disabled C&YP to measure progress against targets in Oxon C&YP's Plan | <u>What do you think of school?</u> survey for SEN C&YP to find out how effective their services are in schools | <u>Your Voice 2009</u> To gather data from disabled C&YP to measure progress against targets in Oxon C&YP's Plan | <u>SQ it's all about you!</u> 5 Young people from Article 12 Council created a survey to find out what C&YP think of CAMHS |
| 2 | Tools used to carry out this consultation | <u>Picture album/stickers</u> survey given to C&YP 4-21yrs One to one interviews | <u>A5 colourful comic</u> and/or survey on-line C&YP 8-18yrs with/without support | <u>Picture album/stickers</u> and/or survey on-line - C&YP 4-21yrs could choose with /without support | <u>A5 colourful comic</u> survey given to C&YP 5-18yrs |
| 3 | How many 4-21yrs C&YP took part | 58 | 73 | 158 | 138 on-going |
| 4 | Number who didn't complete | 9 | 11 | 23 | 19 |
| 5 | Number of questions | 32 questions ages 4-11 52 questions ages 12+ | 64 questions | 30 questions ages 4-11 50 questions ages 12+ | 40 questions |

This consultation model was adapted to be used on four subsequent snap shot consultations from 2007-2009 (See Table 4). In total 427 C&YP took part from 33 different settings in Oxfordshire and Buckinghamshire. 305 disabled C&YP were consulted, this included: physical and learning disabled C&YP (mild to profound and multiple). Eighty six per cent of the C&YP completed their surveys. All C&YP were offered as much/as little support as was needed depending on their confidence/abilities. For example, where a child was not able to move, we followed their eye pointing to demonstrate their choices/answers. (See index 4.5a for other techniques employed).

Young Interviewers were not involved in these four consultations, due to lack of time and resources, however the general view is that given sufficient training and support, it would be an empowering experience for everyone involved.

The two Oxfordshire C&YP's Trust surveys were carried out by one to one interviews with disabled C&YP participants using the picture album survey format. The SENSS survey was largely supported by teachers and teaching assistants and was conducted mainly on-line with the picture comic survey used as support material. The CAMHS picture comic survey was chosen to be in this report in order to test if this model is an appropriate/useful tool for C&YP whatever age/ability (See index 5a, 5b, 5c & 5d for example pages from the picture albums and comic surveys).

Teams of young people helped design the surveys, for example the 'Article 12 Council' made up of five young people based in Buckinghamshire designed the CAMHS 'experience of service questionnaire' they called SQ. One Young Designer explains *'I learnt that everyone has an important and valid view, U/18's can produce something amazing when given the chance'* and another said *'It felt good to be doing something that could actually make a difference and I think everyone felt they had a bit of power, as it was our decisions and our project'*. Eighty seven percent of the C&YP said they enjoyed completing the CAMHS survey with less than 5% of C&YP saying they didn't like it. This suggests that surveys may be better received if designed by C&YP *'Adults tend to write questions that they think are relevant, rather than questions relevant for the C&YP. By getting service users to write the SQ's- the questions will be more specific to what they think is important'*. (Young Designer)

6. Findings

6.1 Choice of Pictures and Symbols

The design and style of the pictures/symbols might interest the child/young person in such a way that they put a sticker on the page because they liked the colour and/or cartoon nature of the image rather than the meaning behind the image eg that they liked the picture of a child climbing rather than liked climbing themselves? A minority of adults involved in supporting these consultations, feedback that some of the pictures/symbols were hard to understand but the majority of adult supporters and C&YP participants welcomed pictures/symbols in place of words. The use of pictures/symbols could be less effective if not used with care as pictures and symbols are not always universal. Further research would be needed to look closer into this.

6.2 Albums/Comics Survey Formats

Feedback about the surveys from C&YP was varied with a minority of C&YP saying there were too many or too few questions, but the majority of C&YP liked the pictures and symbols placed in an album or comic format whatever age/ability. *'It seemed to be a strong route to engage young children and disabled C&YP alongside verbal/sign/symbol/online tools. They were able to have fun and be actively involved through using stickers and pointers, which enhanced ownership and participation.'* (Commissioner of OCYPT consultation with disabled C&YP)

6.3 Limitations to this Consultation Methodology

This model would need to be adapted in order to be accessible to C&YP who are visually impaired or registered blind. Another limitation to this kind of consultation is that it asks for likes and preferences but is not designed to seek out reasons behind their choices/preferences or support a more creative discussion about other options (eg preferences about being here at all).

6.4 What Impact have these Consultations had on Design and Delivery of Services?

Each participating organisation took responsibility for making use (or not) of the feedback from C&YP for the development of their services. Changes have occurred directly in response from these consultations, for example children's centres managers noted:

- There is less wastage of fruit because they knew what the children preferred
- Most children chose outdoor activities which emphasized the importance both to the staff and parents of all year round availability to outdoor play activities
- Our programme now involves activities children most enjoyed eg cooking, sand and singing
- *'All previous evaluations have been done through parents, but this is a brilliant concept and will enable us to improve on what we do, hopefully it will give us ammunition to introduce some changes.'*

Comments on the impact of these consultations with disabled C&YP included: SENSS School bases have now developed regular meetings run by C&YP and noted raised awareness and thinking within their service. The OCYPT survey findings have been widely used to promote the views of disabled C&YP especially within the Oxfordshire Aiming High for Disabled Children planning process and in the planning of Oxfordshire Children and Young People's Plan.

Comments on the impact of these consultations for CAMHS included: *'It's getting so many people talking about what needs to change. There's so much in the pipeline for what is going to happen. It's very exciting definitely improving CAMHS'*. (Article 12 Council member)

It appears from this feedback that these consultations have had some impact on the design and delivery of services. Clark, et al argues 'listening to children should result in reflection on practice' (2003 p.43). However circular feedback is essential if C&YP are to feel empowered and encouraged to continue to contribute to their communities.

7. Implications to Practice

All C&YP can communicate their needs, wants and preferences but do so in different ways and conceptualise them in more or less complex ways dependant on age/development etc. Where it is not easy for them to communicate due to their young age, disability or other circumstances, it is up to adults to find creative communication methods that encourage participation and to use the findings intelligently/ethically based on what can be construed from them according to development and understanding. (Marchant & Gordon (2001)

A consultation method that does not require a child/young person to speak can increase participation for C&YP not vocally confident. The simple task of sticking a sticker on their likes/preferences makes a game accessible for all ages/abilities.

For consultation with young children/disabled C&YP to become common practice, practitioners need to reflect on their particular attitudes of what they think C&YP are capable of.

Working with Young Interviewers to consult with other C&YP is a very worthwhile practice (see section 4.7). However it can be cost heavy therefore needs to be considered in relation to 'Best Value' (the trade off between price and performance that provides the greatest overall benefit under the specified selection criteria) when planning projects.

7.1 Recommendations for Future Practices

The children's workforce needs to be offered opportunities for training in this field to develop a creative 'can do' approach and a trust in participation processes, in order to develop effective practices and ensure C&YP are active partners in decisions affecting their lives. It would be useful to include involvement skills as part of core integrated workforce training for children's service staff.

8. Conclusion

This snap shot consultation model was designed for young children, adapted for disabled C&YP and finally piloted successfully with C&YP of all ages and abilities. This report highlights the effectiveness of using picture/symbols in place of words when devising consultation surveys for C&YP.

This consultation model has had an impact on the commissioning agencies practices (see 6.4), for example, it is currently being recommended as an effective model for consulting with young children throughout Oxfordshire. An area service manager for children's centers in Oxfordshire commented; *'This was a very useful model which has been used to encourage centres to consult children. It is very simple and practical and using young interviewers is an ideal way to join services together eg children from the local primary school interviewing children in the children's centre. The essential thing is that centres act on the information they have gained eg meals are changed to reflect the children's preferences.'*

This (four centre pilot consultation in 2008) project was cascaded at a children's centre heads meeting where it was extremely well received. From March 2010 all centres complete a Self Evaluation and are monitored so we will have information as to how many centres have used this model. The (2008) report has been distributed to all centres and has been referred to in other guidance.'

As Lansdown and Lancaster (2001 p.47) state, a rights-based approach 'is a procedural right, which has increasingly been recognised as necessary if children are to move beyond their traditional status as recipients of adult care and protection and become social actors entitled to influence decisions that affect their lives. And it applies to all children capable of expressing their views, however young'.

Finally, I believe this report has highlighted that Young Interviewers as young as nine years old can be skilful and effective partners in consultation projects. Listening to C&YP continues to be a priority to all children's workforce practitioners and any method that furthers this is recommended.

This report was written by the same practitioner who facilitated the 7 pilot projects referenced.

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1) Young Interviewers Questionnaire

What was it like being a young interviewer?

Please write your name here: Date:

Please tick if you want a copy of the big report when it is ready in April 2010 (tick)

1. How did it feel being a young interviewer?

2. Did you learn anything from being a Young Interviewer?

If your answer is yes can you tell us what you learnt? Please circle Yes or No

3. It is important to find out about what young children think & feel?

If your answer is yes can you tell us why? Please circle Yes or No

4. Do you think IT IS BETTER for young people to interview young children rather than adults?

If your answer is yes can you tell us why? Please circle Yes or No

5. Do you think the very young children (1, 2 or 3year old) understood the picture questions in the album?

If your answer is yes can you tell us why you think this? Please circle Yes or No

6. What would have made this project better for you?

After you have completed the second page, please send this survey back to us as soon as possible in the envelope provided.

Thank you!

1. Young Interviewers - Please put a tick on your views!

1. Why did you decide to a Young Interviewer?

| | Yes, definitely | Yes, a bit | No, not really | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| To have fun? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To be with my friends? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To meet new people? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To learn new things? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To help other people / volunteer and make a positive contribution? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Do you think YOU interviewing young children...?

| | Yes, definitely | Yes, a bit | No, not really | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Has made you want to be more involved in helping others? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has made you think your views can change things? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has made you more confident to speak with young children? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has made you more confident to interview other people in the future? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was truly Youth-Led (you were in charge)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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3. Also can you let us know...?

| | Yes, definitely | Yes, a bit | No, not really | Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Do you think you got enough training to be a Young Interviewer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you think you gained new skills (eg working in teams, interview techniques)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did you benefit socially (eg meeting new people, increased confidence)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Would you now encourage other people to become involved in projects like this? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has being involved improved your attitudes / attendance at school/college/work? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Do you think the children you interviewed?

| | Yes, definitely | Yes, probably | Not sure | No | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Enjoyed being asked these questions? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understood all or most of the questions you asked them? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prefered young people asking them questions rather than adults? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Could have answered MORE questions than were in the album? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Could have answered MORE complicated questions than were in the album? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2) Lead Adults Involved in the Consultations - Questionnaire

Please note that this questionnaire was for the lead adults involved with the young children consultations and was adapted/slightly changed for the consultations with disabled children and young people and the CAMHS consultation project.

Impact questionnaire to partners who commissioned or hosted consultations with very young children (Nov 2009) A research project for the CWDC (Children's Workshop Development Council)

Thank you for sending back your consent form and deciding to be part of this research. As you either commissioned or hosted a snap shot consultation for young children over the last two years we would be really grateful if you could take a few minutes to fill out this questionnaire for our research project which is on: the effectiveness of using words to pictures software and Young Interviewers to consult directly with young children. Fortunately CWDC have given us this timely award to collate and disseminate your thoughts and feelings for this report which includes the impact (if any) these consultations have had on:

- a. the Young Interviewers
- b. you (the partner agency) who commissioned and/or hosted these consultations
- c. your organisations practices (after receiving the findings from these consultations)

This research project is being carried out by Young Evaluators and Jacqui Malone. The Young Evaluators will create the questionnaire for the 9 Young Interviewers, collate their findings, produce a child friendly version of the overall report and create a presentation for the CWDC Conference in Birmingham on 28 April 2010.

As your time is limited we would be grateful if you could answer ANY of the questions and email them back **before Thursday 26 November 2009** to: jacqueline.malone@jembarrio.co.uk - thanking you in advance for your time and contribution.

Name: Please tick here if you would like to have a copy of CWDC research findings when it is completed:

Job title:.....

What was the impact (if any) to you of having children and young people interviewing very young children (as opposed to adults?)

What are your thoughts on the interviewing skills of the Young Interviewers?

What is your perception of very young children's (under 3yrs) participation in this consultation? Do you think they understood the questions being asked?

What is your feedback on the effectiveness of this particular consultation model eg the picture questions in the albums and the use of stickers for the young children to mark their choices/preferences?

Were the outcomes of this consultation useful in any way? If yes, can you say how?

What impact (if any) has this consultation had on your organisation in terms of planning, development and/or practice?

Thank you so much for your contributions

Index 2.1a Examples of C&YP's Participation 'How To' Toolkits Currently Available

Participation Works Website: www.participationworks.org.uk

Participation Works is a consortium of six national children and young people's agencies that enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives.

Dozens of 'how to' Guides Downloadable booklets provide practical information, useful tips and case studies of good participation practice. They also offer many participation training workshops throughout the country.

The consortium is made up of the following six agencies: the British Youth Council, Children's Rights Alliance for England, National Children's Bureau, The National Youth Agency, National Council for Voluntary Youth Services and Save the Children - England.

Save the Children book available from the on-line Library www.savethechildren.org.uk

Children as Partners in Planning: A training resource to support consultation with children. This practical training manual is aimed at childcare workers in a range of settings, and for all professionals associated with Early Years Development and Childcare Partnerships.

The Children's Society www.disabilitytoolkit.org.uk

This online database has been created by practitioners to help find information and ideas to support work with disabled children and young people so they can participate in decision making. The database is divided into two parts: resources and practice. All the resources have been used and recommended by practitioners. Many are free to download.

Children's Rights Officers & Advocates www.croa.org.uk

To learn more about the participation training packs 'Total Respect' and 'Train the Trainer' training young people to delivery participation and children's rights training.

Children's Rights Alliance of England www.crae.org.uk

To learn more about the participation training pack 'Ready Steady Change'

CWDC Practitioner-led Research in 2008: the impact of children and young people delivering 'children's rights and participation' training to adults. This report looks at the impact on: the Young Trainers, the adults and on the adult organisations participation practices after receiving the training. For a copy of the report contact: jacqueline.malone@jemmbarrio.co.uk

Many individual organisations in the voluntary and statutory sector who work with children and young people have developed children and young people's 'how to' do participation/consultation/evaluation toolkits. They are easily accessed via the internet. Search for: [children's participation toolkits](#).

Index 4.3a Example of a Training Programme for Young Interviewers (YI)

1st workshop

- Fun warm welcome, warm up get to know each other games
- Understanding the purpose for the project/context/accountability
- What is consultation and evaluation and why is it important
- Why is it important for YI to be involved in interviewing young children? (*YI brainstorm*)
- Show YI other successful projects where YI interviewed very young children
- YI decide on rules for group (*split into groups do game/YI edit*)
- United Nations Convention on the Rights of the Child (*group game*)
- Have a look at the new draft album picture questions – YI edit/decide how to improve it
- Evaluate session – with suggestions from YI how to improve next workshop
- Make sure the session is fun and inclusive, bring nice snacks

2nd workshop

- Inform group (YI) how session has changed from evaluation feedback
- Go over what we did the day before – show all the changes/updates to the album
- Listening & communication skills (*split into groups – exercise/game/feedback to group*)
- Learn interviewing techniques – particularly around interviewing very young children
- Go through the YI guidelines, a step by step guide in how to manage the consultation event
- Do practice interviews dry run – YI feedback to each other/practice again until confident
- YI look at the letter going to parents – which they hand out to parents
- See the rewards they give to the children after they have completed the game
- YI see rewards they receive: certificate, gift voucher, child friendly version of report
- YI evaluate session themselves (*YI lead on this*)

OUTCOMES - by the end of the two training sessions the Young Interviewers:

- Will feel comfortable with JM and the other young people in the project
- Will fully understand what the project is about
- Will understand their role within the project
- Will learn about Children's Rights in particular Article 12
- Will be equipped with the techniques in how to interview young children
- Will be familiar with the picture album and how to record the information they gather
- Will have decided which other person they want to work in a pair with
- Will know all the timings and details of the consultation/s
- Will know what to say to the parents and will have a letter to hand them initially and will only attempt to interview the children with their parents permission
- Will understand that they can follow the YI Guidelines to be successful
- Will understand that they are in charge of the consultation. JM is there for support
- Will understand that JM will be with them at every step of the way and will know that if they feel uncomfortable doing the interviews – they have no pressure to continue

Guidelines Checklist for the Young Interviewers 10th – 11th – 17th – 18th February 2009

Inclusion of young children's voices in Faringdon Children's Centres planning
What makes you happy and healthy?

Notes to the Young Interviewers

1. Get the attention of the child and parent / carer / child minder
2. Give a copy of the introduction letter to the adult/s
3. Offer the child a sticker (animals, vehicles, funny faces etc.)
4. If parent / carer agrees – see if you can engage the child in the **game**
5. Please address the questions directly to the child but you can include parents
6. Explain to other children who might be waiting – you will be with them ASAP!
 - Go to the level of the child and smile
 - Don't use too many words – use sign and pointing where possible
 - Keep the child supplied with stickers *keep the game light and fun!*
 - Bring the album game book to the child each time
 - Middle bit! - Ask the parent / carer the child's age and then ask the child (if possible) what they like and don't like about this children's centre
 - If the child begins to get distressed/disengaged - quickly go to the end of the game – congratulate them and offer them a medal + other rewards and Thank them very much for helping you with your game!
7. Ensure all data has been recorded before taking off the 'stickers' from the album
8. Speak to Jacqui if at any time you feel uncomfortable/nervous or unsure about anything. Remember the most important thing is you have fun!
9. **Apart from that - good luck and have fun – I know you will be BRILLIANT!**

Index 4.4a Examples of a few Picture/Symbol Packages Currently Available

Free Resource:

How it is symbols

www.howitis.org.uk

'How it is' is an image vocabulary that has been developed to help children communicate about a range of important issues. It has been developed by Triangle and funded and supported by the NSPCC. The project was led by Ruth Marchant and Merry Cross of Triangle.

These 383 images are designed: to support children and young people to communicate about their feelings, their bodies, their rights and their basic needs.

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Buy software packages from

Widgit Literacy Symbols

www.widgit.com

Widgit software symbol desktop publisher, 'Communicate In Print version 2' comes with the Widgit Literacy symbol set in Colour (previously known as Widgit Rebus) it has over 10,000 images and is the software used in this research.

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Buy picture/image packages from

CHANGE

www.changepeople.co.uk

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Change is a leading national equal rights organisation led by disabled people. **CHANGE pictures** can be used to make information more accessible. Pictures are available as jpeg files. Buy individual picture/images or sets of picture/images.

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Buy photographs from

Photosymbols

www.photosymbols.com

Photosymbols are a collection of 3,000 actual pictures for making easy read information. They are designed to be placed alongside words to make information easier to understand. It comes on a pocket USB flash drive that plugs straight into your computer. Photosymbols Limited was started to make pictures that show a positive image of disabled people. Although pictures are mainly of adults and not of children and young people.

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Index 4.5a Example of Subtle Participation Techniques

Consultation with young children

- [Placement](#) - go to eye level of the child, if possible allow the child to approach rather than the other way round - less intimidating than going directly into a child's personal space
- [Ever ready](#) - when playing the 'sticker' game always hold a sticker on the edge of your figure in an 'offering mode' in readiness for the C&YP to play the game when/if they choose to do so
- [Capturing interest](#) - and to increase visibility in the venue, offer cartoon stickers as a way of introduction and try to stand out eg wear lots of medals around your necks
- [Language](#) - careful with the choice of words and keep the number of words to a minimum -repeat the same word several times if necessary and allow plenty of time - so the child can choose to respond / play the game
- [Keep it moving](#) - if a child seems uncertain of the question, pauses or seems distracted, quickly turn the page to another question to encourage engagement, if this continues and the child seems to not want to play anymore, turn the page to the end which has a big 'well done' winner medal picture and thank them 'so much' for helping you with their game and hand over the thank you gifts and/or certificates
- [Tone of voice](#) - use a soft tone of voice, gently rising in a question, to repeat words whilst pointing to the picture, briefly describe the picture in the question eg climbing! Do you like climbing? YES! (putting thumbs up and voice slightly rising and then pointing to the yes 'face') **OR** NO! (Lowering the tone of their voice slightly and putting thumbs down by the picture of climbing then pointing to the no 'face'). Most all the questions require the interviewers to emphasize **OR!**
- [Focus on the album](#) - for a low key approach rather than seeking eye contact
- [Constant praise](#) - praise the child after they answered each question, with for example 'well done, you're so good at this!' - this seems to foster a 'can do' approach in the children, to the consultation game, and keeps it a fun game to play

Process used for the consultations with disabled C&YP

1. C&YP were encouraged to control as much of the process as possible themselves
2. C&YP were asked if they wanted to work on a computer or with the pictures & stickers game
3. Either way, I read the question out whilst holding up a picture version of possible answers
4. If no response - repeated the question using only key words / whilst gauging if further input was necessary to increase understanding or pausing to give the child time to consider their answer
5. If no response - I varied my facial expression / voice intonation / used sign, humour or mime
6. If no response - I used a simpler version of the widgit pictures - at all times assessing if the child was enjoying the process or showing signs of unease
7. Sometimes I decided to drop a question/s and move on to simpler / other questions
8. If the child/young person disengaged I would quickly go to the end of the album that shows a '[Thank you very much for helping us with the survey - you were brilliant](#)'
9. The child/young person then chose a gift voucher or received a certificate

Thank you rewards for the young children's consultations included:

- A plastic medal that says 'Winner' (looks like a mini Gold Olympic medal)
- A choice of a sticker to take away, animals, vehicles, funny faces etc.
- A choice from a variety of packets of flower seeds

Index 4.5b Example of a Parents/Carers Consent Letter

Faringdon Children's Centre Survey Inclusion of under 5's voices in the evaluation

To happen during play sessions in Baptist Church Centre on: 10th, 11th, 17th & 18th Feb 09

Hello Mike Robinson and the staff at Faringdon Children's Centre want to take this opportunity to ensure the voices of younger children are heard and included in planning developments for Faringdon Children's Centre.

With your permission we would like to ask your child/children a few questions about their experiences about various activities they take part in and food preferences in an easy, fun survey format. The questions are in the form of pictures - with **yes** 'happy' faces or **no** 'bored' faces for the children to decide which is true for them. They will get bright yellow stickers to put on the face that is correct for them for each question. We have done this before in other children's centres and the young children seem to really like playing this 'sticker' deciding game! It is also made a lot more fun as the children will not be asked to speak and it is being carried out by young people who have received special training.

Young Interview Team

Four young people aged 9yrs from the local primary school have been given permission to have time off school to be 'Young Interviewers' on this project. Each young person has received training in interviewing younger children. We hope this will be a fun experience for the children and we have several small thank you rewards for their contribution. These are the questions we would like to ask them:

Food

1. Do you like fruit / stick a sticker on the fruit you like?
2. Do you like vegetables / stick a sticker on the vegetables you like?
3. Do you like dried fruits and breadsticks/ stick a sticker if you like them?
4. Do you think you are healthy or very healthy?

Play

5. Do you like singing / dancing / climbing / cooking etc?
6. Do they prefer water or sand play
7. Do you like playing alone, with your parents or with lots of children?
8. Do you like watching TV or playing outside?
9. And several other fun questions like these above

Rewards to thank the young children

1. A medal that says 'Winner' (looks like a mini Gold Olympic medal)
2. A choice of a sticker to take away, animals, vehicles, funny faces etc.
3. And a packet of sunflower seeds that they can plant at home or at the Centre!

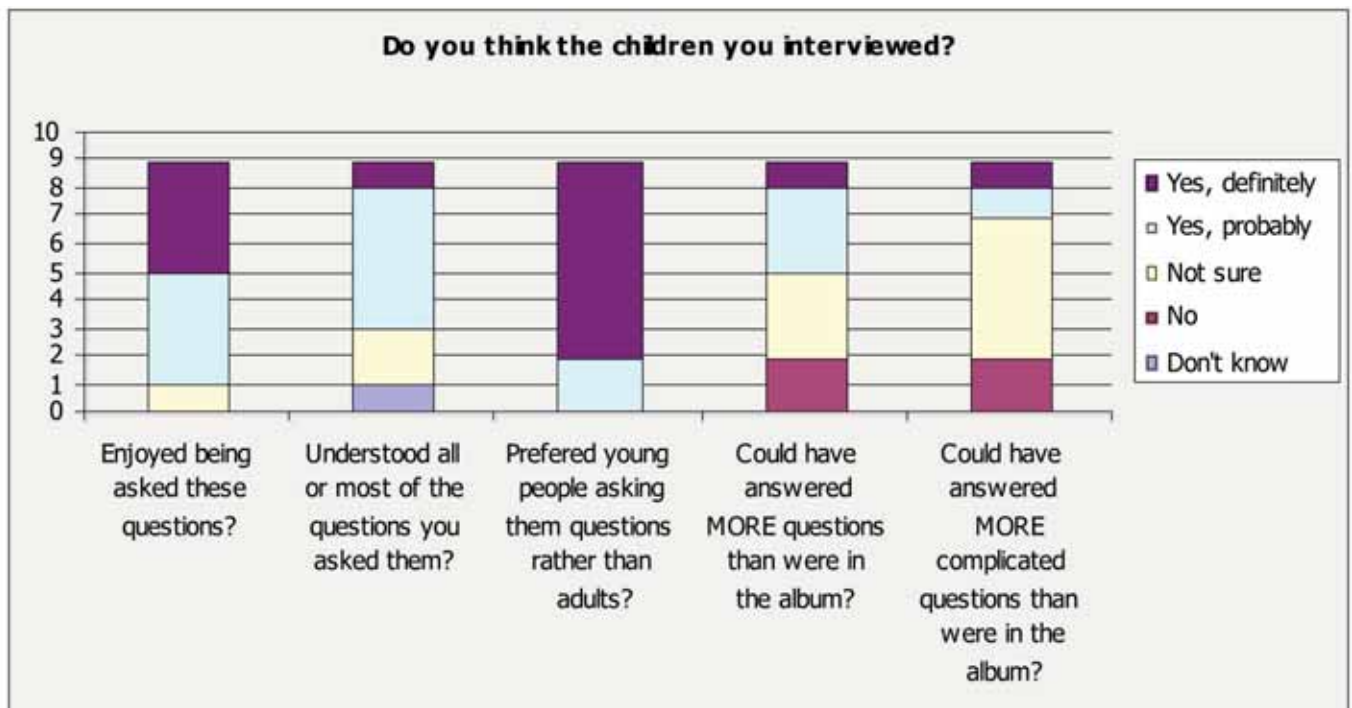
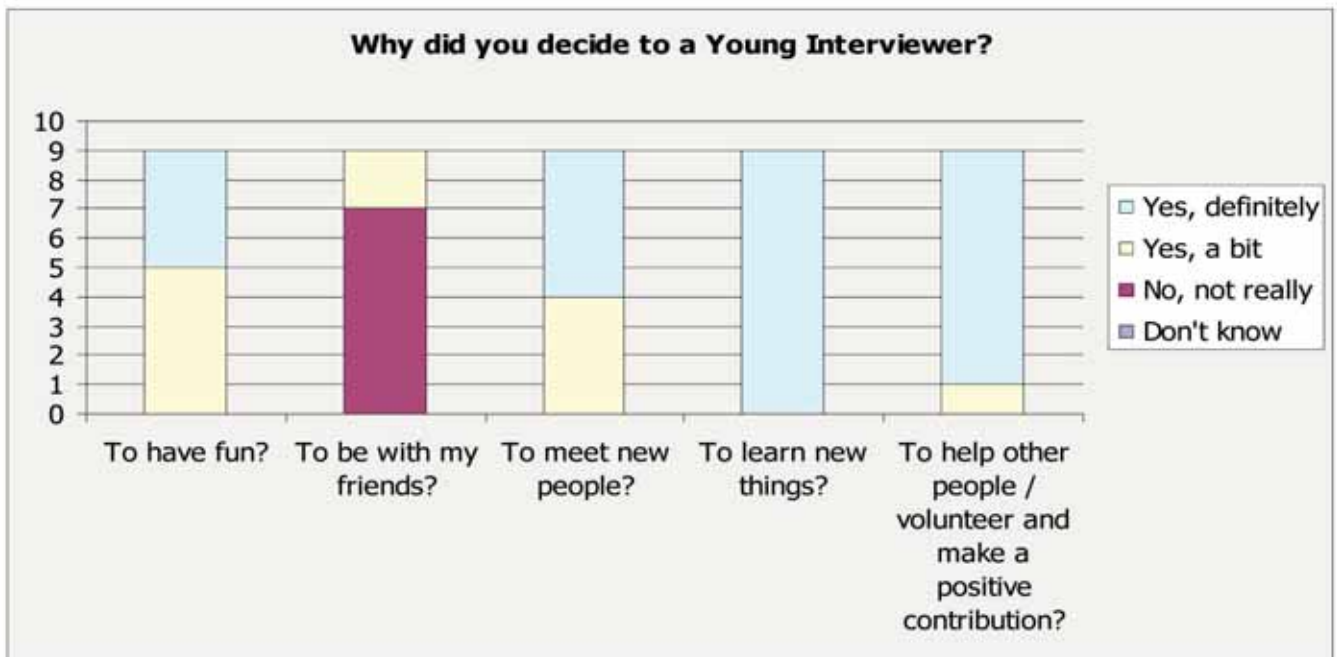
- Interviews with parents/carers permission by: **Jade, Leom, Trevor & Fiona**
- Facilitator: Jacqui Malone – Participation Projects Practitioner
- Reporting to: Mike Robinson – Manager of Faringdon Children's Centre
- If you have any questions please speak to Jacqui or Mike

Please do come and have a look at the survey 'album' which has all the picture questions inside.

**If you decide it is ok for your child / children to be involved...
Please do come over when you see a space - to play our fun survey game!**

Thank you for considering taking part in this Consultation

Index 4.7a Feedback from the Young Interviewers



How did you feel being a Young Interviewer

- Pretty cool because I took on the roll of what an adult would be doing
- I felt excited and nerves at the same time this was because I know now they were going to have total strangers asking questions, but after a while I began to relax a bit
- It felt good and was quite exciting
- Felt confident in myself to do interviews with someone else. I had a good time trying to think about what to wear and what to say, what questions to ask other people
- It made me feel very important and what people have to say
- I felt very important and honoured to be chosen and it felt quite good to be interviewing little kiddies rather than adults

Did you learn anything from being a Young Interviewer? If you think yes can you say why?

- Yes, I learnt how to interview people fairly
- Yes, children and young people have a voice and we should listen to them more often
- Yes, that even young children can get their point across
- Yes, I learnt how to ask certain questions how people react to questions in certain ways. How people word questions to push themselves to get the job
- Yes, now I know what young people have to say
- Yes, I learnt that young children are very intelligent and know what they want

Do you think it is important to find out what young children think and feel? If you think yes, say why?

- Yes, because they have feelings and thoughts as well
- Yes, because its the young people and children that are the next generation and what they think and feel should be put into place now for them
- Yes, because they are the new future people and knowing what they like now can show what may happen next
- Yes, because we are the next people to get a job and we know what we think, we maybe young but we are the same
- Yes, because young people need to be listen to
- Yes, because people need to know what children want so they can provide for them and give them what they like

Do you think it is better for young people to interview young children rather than adults? If you think yes can you say why?

- Yes, because it might be a bit scary for the young person having an adult who they don't know talking to them
- Yes definitely it takes some of the stress out and some of the long words into easy understandable words
- Yes, it's their answers not what a parent thinks it is
- Yes because we understand things better than adults
- Yes, because older people carry on talking and they don't listen to the children
- Yes, because the children won't feel as intimidated as they would feel if they were being interviewed by adults

Do you think the young children (1, 2 & 3yrs old) understood the picture questions in the album? If you think yes can you say why?

- Yes, because most of the pictures are of everyday life
- Some 3 year olds did understand most of the pictures and questions and I don't think under 2's understood any
- Yes, they were able to relate and still give good answers
- Yes, because is it was right they would understand it as they are to young to understand
- Yes, because the children have seen it before like in the pack
- Yes, because they have got a clever mind and can tell if they want/like something or not

Sample of young children playing the album consultation game!

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Sample of picture questions in the albums

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Pictures from various places and use of Widgit Literacy symbol courtesy of www.widgit.com

Index 5b OCYPT 2009 Survey for disabled children and young people (4–21yrs)

Your Voice Survey 2009

Sample of questions for different ages/abilities (if ability/interest allowed)

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Index 5c SENSS 2008 Survey for SEN children & young people (8–18yrs)

**Widgit version of the 'What do you think about school' survey
Sample of picture comic questions**

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Index 5d CAMHS Experience of Service Questionnaire (5– 18 yrs)

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