



Llywodraeth Cynulliad Cymru
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Demonstrating Success: Handbook for Practitioners

Prepared for:

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Children, Young People and Families Division

Department for Children, Education, Lifelong Learning and Skills



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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1 Purpose of this handbook

1.1 Introducing the handbook

This handbook describes ways of demonstrating the success of young people and provides a set of methods and guidelines for assessing young people’s achievements, development and progress in a range of settings. It has been designed through work with practitioners and young people to ensure that it helps them recognise the skills that they develop through their interaction with different services and support.

1.2 What is Demonstrating Success?

Demonstrating Success is a framework for capturing the progress and success achieved by young people who receive services and support through policy based initiatives and programmes in different sectors and settings. As part of this wider framework, this handbook for practitioners describes methods for assessing the “distance travelled” in relation to skills that have been termed soft or generic skills. In this handbook these skills are explored further as well as the concept of **the social and emotional groups of skills**, which are *Interaction, Motivation and Taking Part, Independence and Respect for Others*. Demonstrating Success is about capturing evidence of progress in those skills.

Social and Emotional Dispositions and Skills (SEDS)

Interaction	Motivation and Taking part	Independence	Respect for Others
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The handbook runs through the following:

- When to use Demonstrating Success
- The concept of Social and Emotional Dispositions and Skills (SEDS)
- What we are assessing – the SEDS constructs
- Detailed examples of what progress could look like
- How we show progress – levels
- Methods to collect evidence on progress.

2 Preface

Supporting young people to achieve their potential and secure the qualifications and skills they need for future employment is a key priority for the Welsh Assembly Government. Many interventions supported by the Welsh Assembly Government aim to provide young people with a range of skills which can contribute to their educational success and wider wellbeing. Many of these skills have been termed soft or generic skills and there is increasing evidence to show that employers value these skills in young people alongside formal qualifications as a starting point for employment. Demonstrating Success is about capturing evidence of progress in those skills.

Purpose of this handbook

This handbook sets out and explains in detail the Demonstrating Success framework. It describes ways of demonstrating the impact of work with young people and provides a set of methods and guidelines for assessing young people's development and progress in acquiring social and emotional dispositions and skills in a range of settings. It describes a framework for capturing the "distance travelled" in relation to social and emotional dispositions and skills of young people¹ and can be used in all settings and across all service areas.

Audience

This version of the handbook is aimed at practitioners working directly with young people across Wales.

¹ The concept of Social and Emotional Dispositions and Skills (SEDS) has been developed to articulate the set of skills being considered. These are grouped into four areas: Interaction, Respect for Others, Motivation and Taking Part and Independence.

Background

The purpose of the Demonstrating Success framework is to identify the progress made by young people who receive services and support through a variety of programmes and activities. This handbook and its content are focused on the progress made by individual young people and the skills they develop.

Demonstrating Success is underpinned by the idea that young people gain skills from receiving services and support that it is important to capture. The skill set is articulated through the concept of Social and Emotional Dispositions and Skills.

Social and Emotional Dispositions and Skills (SEDS)

An important part of Demonstrating Success is to make clear the set of skills and behaviours we are aiming to assess and establishing a common language and academic basis for them. The term Social and Emotional Dispositions and Skills (SEDS) has been developed to articulate the set of skills being considered and are grouped into four areas (these are further explained on Annexe 1):

1. Interaction
2. Respect for Others
3. Motivation and Taking Part
4. Independence

The framework is based on research undertaken with practitioners, policymakers and young people as well as published academic research.

Updates and accompanying documents

Further details on Demonstrating Success and the framework in its entirety are available on the project website:

www.demonstratingsuccess.com.

3 Introduction

Demonstrating Success provides an approach for assessing the progress of children and young people in Wales in attaining social and emotional skills (soft skills). It is based on a recognition that these social and emotional skills can play an important role in young people's success in education and other key outcomes.

As part of the process in developing the approach we worked with young people to develop this description:

Demonstrating Success is about finding out the best ways to see what activities or projects are making a difference to you [the young person]. We want to assess things like how motivated you are to take part in activities, how well you listen to others or ask questions, how independent you are and how you handle situations.

We can do this by asking your opinion on different parts of a project, working in groups to discuss your ideas, questionnaires, video or drama presentations about what you've got out of a project and so on. This can help you and other young people get the best out of projects and activities now and in the future. Most importantly, it is about celebrating your success and talking about it with your friends and others.

Description developed by, and for, young people

Many programmes and initiatives improve the social and emotional dispositions and skills (SEDS) of young people. Demonstrating Success can be used by practitioners to capture

these improvements for a number of reasons including the following:

- **Help young people recognise their progress/celebrate the success and achievements of young people.**
 - The framework enables young people, practitioners and policymakers to celebrate progress and success. Young people can benefit from reflecting on what they have gained from a programme.
- **Help understand what works well/plan future interventions.**
 - Evidence from the framework can help practitioners see where interventions have been successful and help them plan for the future.
- **Demonstrate good practice to partners/provide evidence to policymakers.**
 - Evidence from the framework can help organisations to show others where they have been successful in working with young people.
 - *e.g. following intervention we have seen an improvement in SEDS among x% of the young people involved.*

The diagram below outlines a number of scenarios where assessing the development of Social and Emotional Dispositions and Skills (SEDS) is useful.

Figure 1: Reasons for using Demonstrating Success



As noted in figure 1 above, the assessment of the Social and Emotional Dispositions and Skills (SEDS) can help organisations and partners. It is also important in the wider context, alongside measures of success at all levels, from national to the individual. The diagram outlines the different levels at which the Demonstrating Success framework is relevant.

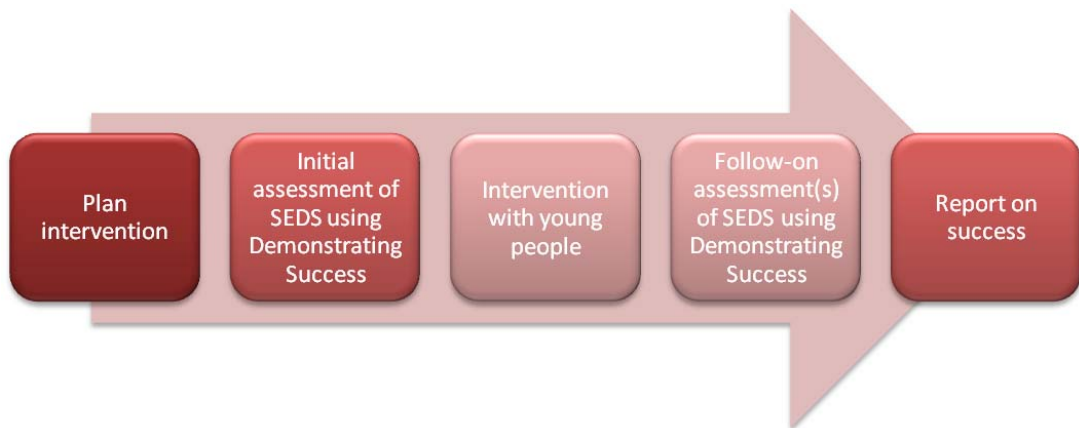
Note: This handbook focuses on how practitioners can capture evidence of the individual skills developed by young people. However, these skills also feed into the wider process of evaluating the progress of young people in Wales.

3.1 When to use Demonstrating Success?

The framework can be used as part of the process of assessing the success of an intervention to improve the social and emotional dispositions and skills of young people. The approach taken will depend on the length, intensity and frequency of the activity.

In longer term interventions, (e.g. where young people attend regularly or practitioners can build a relationship with them), an initial assessment could be undertaken towards the beginning of an intervention, (not necessarily the first session), followed by another assessment later on. In this respect, the framework should be used to undertake a baseline assessment and follow-up assessment(s). The framework and methods to be adopted for these assessments are flexible (see sections 4–10).

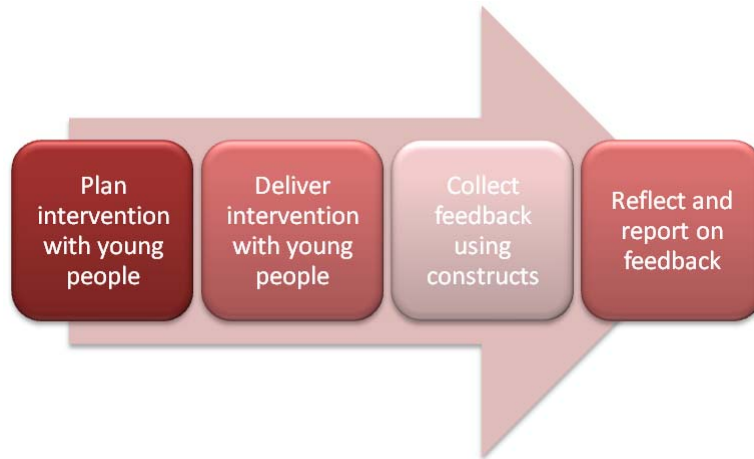
The process for using Demonstrating Success – longer term interventions



However, some practitioners may deliver a one-off session (e.g. a workshop) or a short term intervention (e.g. a weekend residential) that does not enable them to gauge progress over time, nor get to know the young people. In such cases, practitioners and organisations should consider other ways of collecting evidence.

This could be achieved by asking young people for their feedback on an activity, or by recording practitioners' observations of a group of young people together.

The process for using Demonstrating Success – short term or one-off interventions



Methods that might be more appropriate for practitioners delivering one off or shorter term interventions are outlined in section 7. These include feedback questionnaires from the young people and group observations by the practitioners. These are likely to indicate whether a session has addressed any of the SEDS rather than assessing using the levels.

Note: Demonstrating Success is therefore an assessment framework, rather than a programme of learning or a developmental tool. However, the framework may also assist with processes such as identifying issues to work on with young people or helping them reflect on their own learning.

3.2 Complement existing work with young people

Many organisations that work with young people collect evidence of the progress made by young people using different methods. Demonstrating Success does not aim to prescribe a 'one size fits all' approach to evaluate progress with young people, rather we are proposing a shared language that all services can adopt in order to facilitate more constructive discussions with young people and other professionals about SEDS.

You probably already use methods to collect evidence of the progress young people make in your organisation, (e.g. feedback questionnaires, monitoring forms, records of one-to-one discussions). These are all valuable methods that Demonstrating Success can add to by providing a common language and definition of 'progress'. For example, you could use the four constructs (Interaction, Respect for Others, Motivation and Taking Part and Independence) as a structure for a feedback form, interview guide or monitoring sheet.

Note: The framework relies upon practitioners working with young people making professional judgments regarding the development of young people. These types of judgments are made on a daily basis. The framework aims to articulate this through a common language.

4 Social and Emotional Dispositions and Skills (SEDS)

4.1 Summary

Research was undertaken to identify what changes can be observed when young people make progress. Practitioners working with young people (and informed by the academic literature and feedback from young people) identified four main groups of Social and Emotional Dispositions and Skills (SEDS).

What are Social and Emotional Dispositions and Skills?	1. Interaction
	2. Respect for Others
	3. Motivation and Taking Part
	4. Independence

These groups of SEDS, referred to hereafter as ‘constructs’, underpin the Demonstrating Success framework.

In practice, during work with young people, it is unlikely that you will use the term Social and Emotional Dispositions and Skills (SEDS). Activity is more likely to focus on the changes observed, distance travelled and skills learned by young people. This evidence may then be used as a focus for improvement by young people and practitioners alike.

4.2 What we are assessing – the SEDS constructs

Practitioners were asked the following questions during a series of workshops in north and south Wales:

- ***What do you see when young people show progress in their social and emotional dispositions and skills?
What changes do you observe?***

Based on the evidence gathered in these workshops, along with evidence collected in workshops with young people, the four 'constructs' were developed.

These were populated with three to four key elements under each of the constructs. Within each key requirement a number of examples of observable behaviours were identified that practitioners felt they could observe when a young person was making progress. These examples could differ according to the setting and context.

Table 1 - Constructs and key elements

Social and Emotional Dispositions and Skills (SEDS)				
Constructs				
	Interaction	Motivation and Taking Part	Independence	Respect for Others
Key elements	Listens to others	Demonstrates a willingness to take part	Manages own feelings	Accepts others
	Asks questions	Makes a positive contribution to an activity	Knows rights and takes responsibility for their actions	Practices empathy
	Uses appropriate body language	Sees value in taking part	Manages risk and understands consequences	Values relationships
	Uses appropriate verbal communication	Shows resilience	Is individual	

Under each of the key elements, examples of behaviours, skills and actions have been developed. These examples are provided as a guide in Annexe 1 of this handbook and their purpose is to provide examples for practitioners to observe and discuss with young people. However, once you have familiarised yourself with the SEDS constructs it is likely that you will want to develop your

own examples under these headings based on the setting you work in.

4.3 How we show progress – levels

The principles for assigning levels to each of the SEDS constructs and key elements are outlined in this section.

For longer term interventions, four levels of progress have been developed to show distance travelled over time. These are Starting level, Level 1, Level 2 and Level 3. These are independent of any levels used in qualifications and would be classified as ‘informal learning’.

Four possible approaches to levelling are detailed below for showing progress over time. These approaches are most suitable for longer term interventions where you can build a relationship over several sessions and make an assessment of the progress made based on your observations and dialogue with the young person.

Some of the approaches below are more applicable to certain contexts whilst others may not apply to the setting in which you work. You do not need to use all of these principles and you may only choose to use one or two of them.

Guiding principles behind levelling the constructs

Level	The context	Guidance	The individual	Reflect and evaluate
S	Very familiar or working towards level 1	Constant supervision and encouragement or working towards level 1	Experiencing or working towards level 1	Discuss an action or working towards level 1
1	Familiar	Supervised	Knowing	Describe an action
2	Less familiar	Supported	Applying	Reflect and evaluate self
3	Unfamiliar	Unsupported	Supporting others	Reflect and evaluate self and others

Levels are independent of any curriculum and would be classified as 'informal learning'

More detail on each of these principles is provided in the table below. These four principles should give you some flexibility to show progress in different ways. For example, if you only see a young person in one setting, then 'the context' is likely to be familiar and therefore this is unlikely to be a useful approach to levelling for you.

Note: It should be noted that not all of the principles for levelling are applicable to each construct. It is also important to remember that the list of example behaviours is not exhaustive.

What do these principles mean?

Principle	The context	Guidance	The individual	Reflect and evaluate
Definition	The context in which the young person is being observed	The level of guidance provided by practitioners whilst the young person is being observed	How well the individual knows and understands their actions	The extent to which the young person is able to describe, reflect and evaluate their actions
Starting level – Working towards level 1	Very Familiar – a context that the young person seems very comfortable in; Working towards level 1	Constant supervision and encouragement – the young person is under the direction of an adult at all times; Working towards level 1	Experiencing – the young person is engaged in the activity; Working towards level 1	Discusses an action – the young person can hold a conversation about an activity; Working towards level 1
1	Familiar – a context that the young person knows well (e.g. a class or youth club they attend often)	Supervised – a situation where a practitioner is present and leading the activity	Knowing – where the individual knows and understands what skill/behaviour is required	Describe an action – where the individual can describe an action that they carry out or that is expected of them
2	Less familiar – a context that the young person occasionally attends	Supported – a situation where a practitioner is at hand, but not directly leading an activity	Applying – can apply the skills in relation to their own behaviour	Reflect and evaluate self – the individual can think back to an activity and reflect on how well they performed their actions and behaviours
3	Unfamiliar – a context that the young person has not been in before	Unsupervised – a situation where a practitioner is not immediately at hand	Supporting others – can identify the skill in others and help them in their performance of it	Reflect and evaluate self and others – the individual can think back to an activity and reflect on how well they and their peers performed their actions and behaviours

Levels are independent of any curriculum and would be classified as ‘informal learning’

The tables in Annexe 1 outline the constructs with levels alongside each key element. It is important to remember that whilst the statements attempt to focus on observable behaviours, there is an element of professional judgement and subjectivity within any approach to assess the development of SEDS.

Note: The statements alongside each level in Annexe 1 are examples of what can be observed by practitioners. It is important to remember that the young person does not need to demonstrate all of these exemplars under each level. Indeed, there are many other exemplars that could be used as observations within each key requirement.

Case studies

Caerphilly – Local Authority Youth Service

Construct: Motivation and Taking Part

A practitioner in Caerphilly described how one of the principles of levelling could be applied to show the progress of her hairdressing students in an FE setting.

“When they first start on the hairdressing course they’re usually quite happy washing or styling their friends’ hair, but are too scared to do the hair of the second year students who are less familiar. By the end they’ll be doing the hair of complete strangers – you can see them getting more confident.”

FE Practitioner, Caerphilly

Here we can see that ‘the context’ would be a good principle. In the first instance, the students display that they can perform skills in a familiar setting (friends), followed by a less familiar setting (older students) and finally an unfamiliar setting (strangers).

Work-Based Learning Provider

Construct: Independence

One work-based learning practitioner noted that the 'Guidance' was a useful way of showing progress with some young people seeking careers advice. The practitioner noted that young people are often reluctant to phone Careers Wales or Job Centre Plus for a careers advice appointment.

“At first they refuse to make the call; they’ll make me do it. Then I’ll get them to call while I’m there and I know they’ve progressed, especially when they swan in a while later and tell me about the conversation they had with Careers last week.”

WBL Practitioner, Caerphilly

The practitioner noted that a young person might prefer that he made the call on their behalf (Starting level) and after some pointers from him might make the call with the practitioner in the room (supervised). The practitioner then noted that he could then tell a young person had made progress when they asked his advice before calling Careers Wales independently (supported) and eventually came in and told him that they had called Careers Wales (unsupported).

5 Methods to collect evidence on progress

We will now consider the ways in which we will collect evidence on the progress of the young people we are working with, i.e. the methods for recording Social and Emotional Dispositions and Skills (SEDS). Many methods are used already by practitioners to assess the progress made by young people. These include the following methods:

- | | |
|----------------------|---|
| • Observation | — By practitioner, peer, parent |
| • Self-assessment | — Questionnaire, group discussion |
| • Interviews | — With practitioner |
| • Reflective diaries | — As a prompt for one-to-one interviews |

Each of these can be done in different ways using methods that are appropriate for the setting and the young person. You could use these methods alongside activities you are already delivering, or use some of the approaches suggested in Annexe 2, such as role play or creative methods. In deciding the best sources for gathering evidence of the development of Social and Emotional Dispositions and Skills (SEDS), you will need to consider the following questions:

Deciding what method to use

- What source is likely to provide the most useful information?
- What method is the least costly or time consuming?
- Does the organisation already collect and record suitable data that could be used?
- Will collecting information in a particular way pose an excessive burden on anybody?

- Do you have the skills to access the sources? (For example, particular target groups may need interviewers with specialist skills.)

- What data might also be useful for other requirements? (For example, reporting to YPP; Estyn inspection)

- Can you use methods which:
 - are flexible according to age and context?
 - build and support relationships?
 - build on observable behaviours?
 - have minimal paperwork?
 - are non-threatening?
 - are simple to use?

6 Observation

This section focuses on observation, which is one of the most common methods used to assess progress in young people's Social and Emotional Dispositions and Skills (SEDS). This is an approach that practitioners use in work with young people every day regardless of whether they record those observations or not.

The SEDS constructs discussed in section 4 provide you with a framework for thinking about the observations you make and for structuring these in a way that enables you to show progress and discuss this with a young person.

6.1 What is 'Observation'?

Observation involves watching and recording and is probably the most obvious way of judging performance. Data can be collected by either an external observer, or a *non-participant observer*, which is someone not involved in the activity. Alternatively, the data can be collected by a *participant observer*, someone who takes part and joins in the activities.

Participant example

Joining in activities with young people and observing how they perform

Non-participant example

Setting a group task and stepping back and observing the performance of individuals

Observations can be carried out over several sessions until you feel that you are able to make an assessment of where a young person is at any given point. You do not have to limit your observations to one session or specific period of time.

6.2 Using Observation to Demonstrate Success

For recording purposes it is often helpful to have a list of things to observe prepared beforehand. A pro forma is provided below to record your observations, although you can adapt to suit your own circumstances (for example, you may wish to add features specifically related to your project). The pro forma lists the constructs and should be read alongside the details on pages in section 3 and Annexe 1.

Observations usually consist of three stages: *planning*, *carrying out* and *recording*.

6.2.1 Planning the Observation

- ➡ **Decide on the activity (or activities) you will observe.**
This is likely to be an activity or event that is already taking place, but if there are no activities planned then have a look at Annexe 2 for ideas about creative methods or role play.
- ➡ **Set a clear brief.** Explain to the young person/people what you are looking for and why you are observing.

- **Consider how you will deal with a group situation.** If it is a group activity, it is best to limit the observation to a maximum of 5 participants. Consider how you will give equal attention to all members of a group: how you will assess each individual?
- **Consider how you will involve the young person.**

6.2.2 Carrying out the Observation

- **Know exactly what you're looking for.** Remember that the purpose of the **observation** is to establish current SEDS levels and evaluating and sharing with young people the progress they are making, *not* to identify problems
- **Be as unobtrusive as possible.** You may wish to join in during the activity (participant observer) or stand back (non-participant), but it is best to avoid wandering around with a clipboard interrupting the flow of the activity!
- **Record the results accurately and fully** so that they contribute to the assessment of the progress the young people are making. The pro formas in this handbook can be adapted to suit your needs.
- **Try not to cover too much or more than one person's performance at a time.**
- **Be flexible enough to take account of the unexpected.** If situations crop up which allow you to see aspects of other skills, don't be blind to them by sticking rigidly to your observation plan. There is space to write notes of SEDS other than that summarised in the boxes.

➡ **Ask questions after the activity** to explore the performance you have witnessed and draw out the elements that are not so obvious. The next section provides more detail about how to have this discussion.

6.2.3 Recording the observation

There are many ways of recording your observation. We have provided a simple pro forma with space to record what you observe about each construct.

You may wish to use or adapt methods you have already developed.

Note – Whatever method you use:

- Ensure that the young person is engaged. For this, they need to be clear about how and why they are being observed.
- Always give some positive feedback to the young person following the observation – this is about encouraging and supporting.
- Be prepared to reassess. You don't have to rely on one performance in isolation.
- Enjoy the observation and remember that it is for assessing the progress that they are making and the outcomes that they are achieving.
- Plan an opportunity to repeat the observation so that an assessment can be made of progress and distance travelled.
- Celebrate the progress of the young person.

6.3 Example Observation Sheets

Basic outlines of two observation forms are shown below. Method 1 is a basic recording sheet for noting any observations you may make under each SEDS construct during sessions with young people. You might use several of these sheets over a period of time. Method 2 is an assessment sheet to be used for assigning levels for the constructs.

For both of these sheets it is important to note that:

- It is likely that you will need to amend these sheets to suit your own needs.
 - e.g. adding more assessments, focussing on one specific SEDS construct.
- You are likely to use several recording sheets before you are ready to use an assessment sheet.
 - You may use a basic recording sheet for each session or day and an assessment sheet after a few sessions.

Method 1 – Simple Recording Sheet

DEMONSTRATING SUCCESS RECORDING SHEET					
<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Name</td> <td>Date</td> </tr> <tr> <td>Staff name.....</td> <td>.....</td> </tr> </table>		Name	Date	Staff name.....
Name	Date				
Staff name.....				
Setting & context of the observation (e.g. where, what activity?)					
Construct	Observation Notes				
<p style="text-align: center;">Interaction</p> <p style="text-align: center;">(Listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication)</p>					
<p style="text-align: center;">Motivation and taking part</p> <p style="text-align: center;">(Demonstrates a willingness to take part; makes a positive contribution to an activity; sees value in taking part; shows resilience)</p>					
<p style="text-align: center;">Independence</p> <p style="text-align: center;">(Manages their own feelings; knows rights and takes responsibility for their actions; manages risk and understands consequences; shows independence)</p>					
<p style="text-align: center;">Respect for Others</p> <p style="text-align: center;">(Is accepting of others; practices empathy; values relationships)</p>					

Method 2 – Assessment sheet for Levelling

DEMONSTRATING SUCCESS ASSESSMENT SHEET			
Name		Date #1	
Staff name.....		Date #2.....	
Setting & context of the observation (e.g. where, what activity?)			
<input type="checkbox"/> Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication) <input type="checkbox"/> Motivation and Taking Part (demonstrates a willingness to participate; makes a positive contribution to an activity; sees value in participation; shows resilience) <input type="checkbox"/> Independence (manages their own feelings; knows rights and takes responsibility for their actions; manages risk and understands consequences; shows independence) <input type="checkbox"/> Respect for Others (is accepting of others; practices empathy; values relationships)			
Construct	Initial assessment*	Follow-up assessment**	Notes
Interaction	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	
Motivation and Taking Part	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	
Independence	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	
Respect for Others	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	
Initial assessment:	Signed by (young person) Signed by (staff/mentor)		
Follow-up assessment**	Signed by (young person) Signed by (staff/mentor)		

*This is unlikely to be the first session, but should take place once the practitioner feels comfortable in making an assessment.

**Further assessments can be made and the form adapted accordingly.

7 One-to-One discussion

Observation can be followed up with one-to-one discussion to ensure that the young person plays a full role in the process.

The following questions may be helpful for you in engaging with and drawing out the young person's experiences, in particular their performance and understanding in regard to the assessment constructs. The process of responding to these questions will in itself present a number of assessment opportunities.

Suggested questions

1. Did you understand?
2. How did that make you feel?
3. Do you feel you have learnt something?
4. Tell me what you have learnt?
5. How challenging was that?
6. How easy was that?
7. Can you explain why that was useful?
8. How can you use this?
9. Tell me when you can use this?
10. Do you prefer working on your own or in groups?
11. What did you find difficult?
12. What did you find easy?
13. Can you see the purpose of this?
14. How could I/you have done this differently?
15. Can you see the aim of this?
16. Did you understand the reason why we did that?
17. Do you think you had enough support?
18. Was the information clear enough?
19. Tell me how I could have made this more interesting?
20. Was it enjoyable?

21. What made it interesting to you?
22. Did you feel comfortable in this environment?
23. Were you distracted and if so why?
24. What helped you achieve that outcome?
25. You seemed very focused. What do you think helped you achieve that?
26. How would you describe to someone else what you have just done?

7.1 Using diaries as a basis for one-to one discussions

Diaries can be a useful aid for one-to-one discussions with young people, enabling them to reflect on their own experiences during a project and providing a prompt for looking back on their progress after a period of time. This section focuses on the use of diaries as a method to assess the development of social and emotional dispositions and skills (SEDS).

7.1.1 What are diaries?

These are focused on the young person's reflections of their own experiences and learning and could include personal diaries, video diaries and reflective journals. These could all be used as the basis for facilitated discussions with young people where they use their writing to guide the discussion with the practitioner.

Diaries could also include scrapbook type diaries with pictures, cut outs, notes etc., or online diaries/blogs where they can upload videos, pictures and awards that are important to them.

It would be very unusual for the diary to ever be assessed or handed over and in most cases the diary method is used as an aide memoir to support discussion.

A diary is:

- diverse
- not necessarily written, but most of the time assume written format
- generally reflective and accumulated over a period of time with the intention to learn, i.e. not purely descriptive
- flexible (it can be structured or unstructured)
- a useful back-up to learning
- something that accentuates favourable conditions for learning, e.g. space, time, reflection
- something that needs time to help young people learn how to reflect and record their reflections in a way that supports their learning and progress
- applicable to all disciplines (not just literary).

7.1.2 Using diaries to Demonstrate Success

The diary is used as a way of prompting a discussion in a one-to-one interview with the young person using SEDS.

As with an observation, a recording sheet or pro forma can be prepared in advance of the discussion based on the four constructs. You can use the same pro formas as for Observation above, noting that diaries were used.

7.1.3 Example diary Recording Sheet

The same pro forma as the Observation could be used, but might look like this:

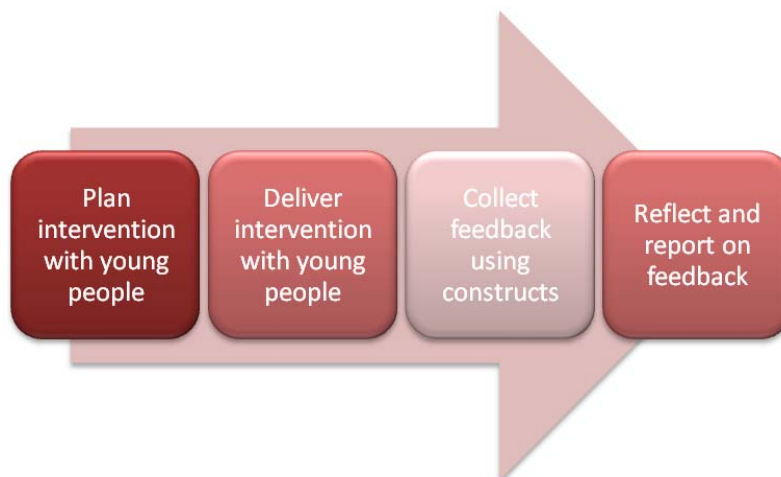
DEMONSTRATING SUCCESS OBSERVATION SHEET
Observer Individual Observed Date
Setting & immediate context of the observation (brief details – where, what activity?) Megan kept a video diary during a residential event. Diary used as prompt for one to one discussion.
<input type="checkbox"/> Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication) <input type="checkbox"/> Motivation and Taking Part (demonstrates a willingness to participate; makes a positive contribution to an activity; sees value in participation; shows resilience)

8 Methods for short term or one-off interventions

Some practitioners may deliver activities that do not enable them to gauge distance travelled using the methods outlined thus far. You may be delivering a one-off session (e.g. a workshop) or a short term intervention (e.g. a weekend residential) that does not enable you to make enough observations or for the young person to keep a diary.

In such cases, you should consider other ways of collecting evidence, such as asking young people for feedback on an activity (e.g. using a questionnaire at the beginning, end or during an activity), or by recording practitioners' observations of a group as a whole. These methods are likely to provide a young person's views of whether a session has addressed any of the SEDS constructs rather than using the levels to show progress over time.

The Demonstrating Success process – short term or one-off interventions



Practitioners delivering such short term or one-off interventions can use the Demonstrating Success framework and the constructs (Interaction, Motivation and Taking Part, Respect for Others, Independence) with young people in a number of ways. You could

choose one of the following approaches for example, or adapt methods already used by your organisation. Further guidance on each of these is outlined below. It is likely that different methods will be suitable for different settings, age groups and sectors.

- **Self-assessment**
- **One-to-one interview with young person**
- **Observation of individual young person by practitioner**
- **Observation by practitioner of group**
- **Observation of individual young person by a peer(s)**
- **Observation by peer of group**
- **Secondary evidence from other source (e.g. teacher, parent)**

Self-assessment (e.g. feedback form completed by young person)

Practitioners could include a question(s) in end of session feedback forms that explore how the four Demonstrating Success constructs, or SEDS, as a whole have been addressed in the session. This would ask the young person to comment on whether they feel they have made progress in terms of their skills in these areas during the session, e.g. asking young people to what degree they agree with statements such as those below:

Examples of the types of questions that could be added to your existing feedback forms are shown below. You will need to develop your own questions relating to your project and activities.

During today’s session I improved my.... Or

Do you think today’s session helped you improve the following skills?

	Yes	No	Not sure
Interaction and Communication (things like listening to others, asking questions, making eye contact)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for Others (things like accepting other people, showing empathy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence (things like managing my own feelings, knowing my rights, being individual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation and Taking Part (things like being willing to take part, making a positive contribution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The example below relates to a one-off Science workshop with young people. Young people could be asked to what extent they agree with particular statements.

Construct	Examples of statements
Interaction	“I feel more confident in talking about science”
Motivation and Taking Part	“I feel more interested in taking part in science activities”
Respect for Others	“I feel more able to work as part of a team”
Independence	“I feel more confident working independently”

Alternatively this questionnaire could be completed by a young person at the end of a session, asking them to reflect on their Social and Emotional Dispositions and Skills at the start and at the end of an activity, session or residential.

The questionnaire should be tailored by organisations to include questions that relate more specifically to the activity.

Please give yourself a score for each of the following at the start and at the end of today’s session/the activity/the residential

5 = Very good and 1 = Not very good

Interaction	My score	
	Please circle a score	
	5 = Very good and 1 = Not very good	
Listening when others are talking	Start of today’s activity	1 2 3 4 5
	End of today’s activity	1 2 3 4 5
Asking questions when I don’t understand	Start of today’s activity	1 2 3 4 5
	End of today’s activity	1 2 3 4 5
Using my voice during the activity	Start of today’s activity	1 2 3 4 5
	End of today’s activity	1 2 3 4 5
Repeating instructions to others	Start of today’s activity	1 2 3 4 5
	End of today’s activity	1 2 3 4 5
Making eye contact with others when speaking to them	Start of today’s activity	1 2 3 4 5
	End of today’s activity	1 2 3 4 5

A similar table could be developed for Respect for Others, Independence, and Motivation and Taking Part.

Note: If you are using feedback questionnaires, your organisation or project team should discuss what feedback you want to collect more generally about a session (e.g. satisfaction with the activity, how it could have been improved). You could then consider how you could collect the young people's views on any changes in their social and emotional dispositions and skills as part of this process and add to, or amend, the questionnaires as necessary.

Some of the Demonstrating Success pilots developed questionnaires, based on the four constructs, for their own needs. An example is shown below.

Case study: Self-assessment questionnaire

SNAP! Cymru

As part of the Reach the Heights project, SNAP! Cymru are already trialling a similar approach to the one outlined above. They have developed a self-assessment questionnaire for young people to complete based on the four constructs. This questionnaire can be completed independently by the young person or with a parent or practitioner. An example of part of the questionnaire is shown below:

Interaction																			
Please tick anything you think you are good at and circle things you'd like to be better at. Then, give yourself a score for the following.																			
(10 = Very good and 1 = Not very good)																			
I listen when others are talking																			
I ask questions when I don't understand or when I need to know more																			
I know how to use my voice in different situations																			
I repeat instructions to others																			
I make eye contact with others when speaking to them																			
My score (Start)										My score (End)									
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 = Very good and 1 = Not very good																			

A similar table was developed for each of the other three SEDS constructs.

One-to-one interview with young person

Following an activity, practitioners could conduct a brief discussion with the young person reflecting on an activity, reflecting on the young person and the practitioners' views around the four constructs. This could be undertaken with a sample, or with all participants depending on the size of the session and the reporting requirements. A list of possible questions and prompts is included in section 6 of this handbook

Observation of individual young person (or of a group) by practitioner

Section 6 of this handbook outlines how practitioners can undertake observation of young people using a recording sheet to show which constructs have been observed during an activity. A similar approach could be used in one-off interventions with smaller groups, where individuals can be observed. This approach would only involve recording against the constructs for one session.

Similarly, for larger groups, where there is insufficient time to undertake individual observations, practitioners could undertake observations of a group of young people using a recording sheet to show which constructs have been observed during an activity. This approach would only involve recording against the constructs for one session.

Observer	Group
Number of young people	Date & Location
Interaction Evidence observed of: Listening to others Asking questions Using appropriate body language Using appropriate verbal communication	Observations/Examples
Motivation and Taking Part Evidence observed of: Demonstrating a willingness to participate	Observations/Examples

Making a positive contribution to an activity Seeing value in taking part Showing resilience	
Independence Evidence observed of: Managing own feelings Knowing rights and taking responsibilities Managing risk and understands consequences Being individual	Observations/Examples
Respect for Others Evidence observed of: Accepting others Practicing empathy Valuing relationships	Observations/Examples
General observations on Social and Emotional Dispositions and Skills demonstrated by the group	

Observation of individual (or of a group) by a peer(s)

Young people, as well as practitioners, can undertake observation of their peers. For example, as part of an activity, a peer could observe and report on their observations of the constructs being demonstrated by a young person. This could be beneficial to young people in observing the development of social and emotional dispositions and skills. Practitioners could be involved in collating and discussing the feedback with the peer observers at the end of a session.

Secondary evidence from other source (e.g. teacher, parent)

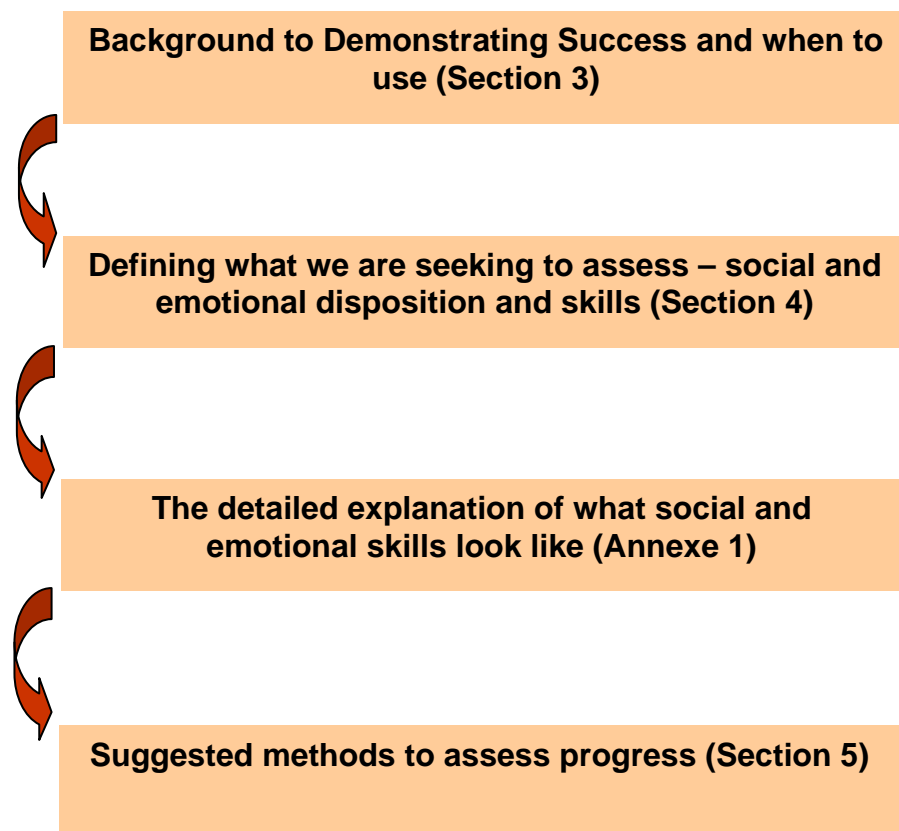
Where appropriate and where opportunities exist, teachers, other practitioners and/or parents could be asked to reflect on the young person's social and emotional dispositions and skills following an activity. This could involve collecting feedback via questionnaire or one-to-one discussions.

9 Summary

9.1 Summary

This handbook has explained the Demonstrating Success method and suggested methods which you could use in demonstrating the progress of young people.

Sections set out:



However, the whole approach is flexible, and one that you should adapt to fit your needs, the type of intervention, the group and the setting. Remember that the intention is to assess and share with young people the progress they are making and help celebrate that success.

9.2 Further Information

There is further information and electronic copies of the materials discussed in this handbook available on the website

www.demonstratingsuccess.co.uk

For further details about Demonstrating Success you can contact

childrenandyoungpeoplesrights@wales.gsi.gov.uk

10 Glossary

		See page:
Construct	<p>The concepts that make up the term Social and Emotional dispositions and Skills. The four constructs are what we see when young people build on their Social and Emotional Dispositions and Skills; they are:</p> <ul style="list-style-type: none"> • Interaction • Respect for Others • Motivation and Taking Part • Independence 	10
Demonstrating Success	<p>Demonstrating Success is a framework for capturing evidence of progress in those range of dispositions and skills which help young people make informed choices in all areas of their lives.</p>	3
Distance Travelled	<p>The term distance travelled refers to the progress that a young person makes towards furthering their SEDS. It usually refers to assessments taken after an intervention, or ongoing services over a period of time, compared to an initial baseline assessment beforehand.</p>	3
Extending Entitlement	<p>Extending Entitlement is the Welsh Assembly Government's flagship policy for youth support services in Wales. It includes all services, support and opportunities for young people aged between 11 and 25, wherever they</p>	4

	happen, whoever is delivering them and wherever the funding originates.	
Learning Pathways 14–19	<p>Learning Pathways 14–19 is a commitment to transforming the learning provision for all young people in Wales. It addresses the need for a flexible and balanced approach to the education of 14–19 year olds. The framework consists of six key elements. The three elements of learner provision are:</p> <ul style="list-style-type: none"> - Individual Learning Pathway - Wider Choice and Flexibility - Learning Core <p>The three elements of learner support are:</p> <ul style="list-style-type: none"> - Learning Coach - Personal Support - Careers Advice and Guidance 	5
SEDS/Social and Emotional dispositions and Skills	<p>The set of skills and behaviours we are aiming to assess. The term Social and Emotional Dispositions and Skills (SEDS) has been developed to articulate the set of dispositions and skills being considered which have been grouped into four areas:</p> <ul style="list-style-type: none"> • Interaction • Respect for Others • Motivation and Taking Part • Independence 	10

Annexe 1: Tables of example behaviours and skills

Interaction	Interaction KEY ELEMENTS	Level	EXEMPLARS – The young person demonstrates that they:
		The young person:	
Interaction	Listens to others	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can listen to some people (peers or workers) that s/he feels very comfortable with
		1	<ul style="list-style-type: none"> • Can listen without interrupting inappropriately when a practitioner is talking in a supervised situation (e.g. receiving instructions)
		2	<ul style="list-style-type: none"> • Can listen to others in a peer group discussion without interrupting inappropriately (e.g. listening to a peer give instructions in a supported situation) • Allow others to finish their point before responding
		3	<ul style="list-style-type: none"> • Can listen without interrupting inappropriately in an unsupported discussion • Can reflect or summarise a conversation to others (e.g. repeat instructions to others)
	Asks questions	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can ask questions when closely supervised and encouraged in a very familiar context
		1	<ul style="list-style-type: none"> • Can ask a question to familiar adults and peers in familiar contexts • Know what an open or closed question is

		2	<ul style="list-style-type: none"> • Can ask questions to less familiar adults or peers in less familiar contexts • Can recognise when a peer has used a closed or open question • Can rephrase questions when required
		3	<ul style="list-style-type: none"> • Can advise a peer how to rephrase a question • Can advise how to ask an open or closed question • Can ask appropriate follow-up questions
	Uses appropriate body language	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Makes eye contact/unfolds arms with some people (peers or workers) that s/he feels very comfortable with
		1	<ul style="list-style-type: none"> • Makes eye contact with familiar adults and/or peers in familiar contexts (e.g. at regular meetings, in class)
		2	<ul style="list-style-type: none"> • Makes eye contact with less familiar adults and/or peers in less familiar contexts (e.g. visits to another setting) • Uses appropriate body language to express themselves in different situations • Greet others appropriately (e.g. smile, wave)
		3	<ul style="list-style-type: none"> • Makes eye contact with unfamiliar adults and/or peers in unfamiliar contexts (e.g. with new staff members, new members at youth club) • Can reflect on their own and others' body language
	Uses appropriate verbal communication	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Uses appropriate language (e.g. does not use threatening language/swear, uses appropriate tone/register of voice) when constantly supervised and encouraged to do so • Can discuss an activity which is of interest to them with peers/worker they are very familiar with
		1	<ul style="list-style-type: none"> • Knows what appropriate language is (e.g. does not use threatening language/swearing, uses appropriate tone/register of voice, age appropriate language) • Can respond to questions from a practitioner in a supervised setting

		2	<ul style="list-style-type: none"> • Uses appropriate language (e.g. does not use threatening language/swear, uses appropriate tone/register of voice) and can recognise it in others • Can recognise appropriate or inappropriate language in others • Can respond to questions from peers in a supported, but unsupervised setting
		3	<ul style="list-style-type: none"> • Can reflect on their own use of language • Can explain use of appropriate language to others • Responds to questions from peers in unsupported settings

Motivation and taking part	Motivation and taking part KEY ELEMENTS The young person:	Level	EXEMPLARS - The young person demonstrates that they: The young person does not need to demonstrate all these exemplars under each level. They are included as a starting point for the type of skills and behaviours to look out for. Practitioners should choose the most appropriate examples for their setting. In most cases all the key elements will inform the level, however not all of the key elements will be applicable to all young people. Some young people may not be able to demonstrate one or more key elements, or there may not be opportunities to view all of the key elements. In this case the practitioner should use their judgement and note on the recording sheet which elements have been included, omitted or adapted.
	Demonstrates a willingness to take part	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Occasionally takes part in an event/activity with which they're very comfortable (e.g. with a group of friends) and when encouraged to do so
		1	<ul style="list-style-type: none"> • Shows an interest or identifies with the purpose of an activity • Are willing to take part in an activity when asked in a familiar setting
		2	<ul style="list-style-type: none"> • Asks questions about an activity • Volunteers to take part in activities • Are willing to take part in an activity in a less familiar setting
		3	<ul style="list-style-type: none"> • Will take part in an activity even when reluctant to do so • Encourages others to take part in activities • Are willing to take part in an activity in unfamiliar settings • Can initiate activities
	Makes a positive contribution to an activity	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Makes some contribution to the activity when closely supervised and encouraged to do so
		1	<ul style="list-style-type: none"> • Can take part in a supervised activity (i.e. a situation where a practitioner is present and leading the activity) • Can follow a plan

			<ul style="list-style-type: none"> • Can work as part of a team
		2	<ul style="list-style-type: none"> • Can take part in a supported activity • Can help plan an activity • Can accept a role and carry it through (e.g. leader/team member)
		3	<ul style="list-style-type: none"> • Can take part in an unsupervised activity • Can plan and lead an activity • Encourages others to take part • Can suggest improvements to an activity • Shares knowledge and experience with peers (e.g. helps other participants or new participants with an activity)
	Sees value in taking part	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can describe what they like/dislike about an activity to a friend when encouraged • Can discuss some aspects of an activity with a practitioner when encouraged
		1	<ul style="list-style-type: none"> • Can describe the aims/goals of an activity (e.g. can explain why they're taking part) • Can describe what they like/dislike about an activity to a practitioner
		2	<ul style="list-style-type: none"> • Sets a goal/target for themselves taking part in an activity • Can describe why the activity may be of value to them • Can describe what they like/dislike about an activity in a peer group discussion (in a supported, but not supervised context)
		3	<ul style="list-style-type: none"> • Can describe what they like/dislike about an activity and suggest improvements in a peer group discussion (in an unsupported situation) • Can describe why a specific activity can help them achieve their goals • Can help their peers set a goal/target • Can reflect on their own short term and long term goals • Can describe why they chose/did not choose a particular path

	Shows resilience	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can carry on with an activity despite mistakes/set-backs in a very familiar context or when constantly supervised and encouraged
		1	<ul style="list-style-type: none"> • Can describe why they may not have succeeded at a task • Can carry on with an activity despite mistakes/set-backs in a familiar context or when supervised to do so • Are willing to try an activity again (after a set-back) in a familiar context or when supervised
		2	<ul style="list-style-type: none"> • Can describe why others may not have succeeded in a task • Can carry on with an activity despite mistakes/set-backs in less familiar contexts or in a supported, but unsupervised situation • Are willing to try an activity again in less familiar contexts or in a supported, but unsupervised situation • Encourage themselves to do something that doesn't appeal • Can accept a decision they disagree with • Can see and describe barriers to completing an activity
		3	<ul style="list-style-type: none"> • Can evaluate why they did not achieve a goal and how they might overcome a barrier • Can help others to see why they may not have succeeded in a task • Are willing to pursue a new or alternative course of action • Encourage others to take part in an activity which does not appeal

Independence	Independence KEY ELEMENTS	Level	<p>EXEMPLARS - The young person demonstrates that they:</p> <p>The young person does not need to demonstrate all these exemplars under each level. They are included as a starting point for the type of skills and behaviours to look out for. Practitioners should choose the most appropriate examples for their setting. In most cases all the key elements will inform the level, however not all of the key elements will be applicable to all young people. Some young people may not be able to demonstrate one or more key elements, or there may not be opportunities to view all of the key elements. In this case the practitioner should use their judgement and note on the recording sheet which elements have been included, omitted or adapted.</p>
	Manages their own feelings	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can hold a conversation about how they feel with peers/ workers with whom they're very comfortable and when encouraged to do so
		1	<ul style="list-style-type: none"> • Know words that can help them describe how they feel (both positive and/or negatively) • Show self respect (e.g. value their own safety/take care of their personal hygiene)
		2	<ul style="list-style-type: none"> • Can use words to describe how they feel (both positively and/or negatively) in less familiar contexts • Can reflect on how they felt during an activity • Can recognise when others are using words to describe their feelings • Can deal with difficult situations (e.g. can disagree without losing temper)
		3	<ul style="list-style-type: none"> • Can describe how they feel (both positively and/or negatively) in unfamiliar contexts • Can support others to describe how they feel (both positively and/or negatively) • Can reflect and evaluate on how they and their peers felt after an activity • Can support peers in dealing with difficult situations (e.g. to disagree or debate without losing their temper)

	Knows their rights	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Know what their rights are in a very familiar context when constantly supervised and encouraged • Understand their responsibilities (e.g. rules set by a practitioner in a setting they know very well) when constantly supervised and encouraged
		1	<ul style="list-style-type: none"> • Know what their rights and/or responsibilities are in a familiar context (e.g. rules set by a practitioner) • Can follow rules when supervised • Know when they are abiding by/breaking rules
		2	<ul style="list-style-type: none"> • Know what their rights and/or responsibilities are in a less familiar context (e.g. rules set at a sporting event or visit) • Can follow rules in a supported situation • Can see when others are abiding by/breaking rules • Seek out their rights and responsibilities • Accept responsibility for their actions
		3	<ul style="list-style-type: none"> • Know what their rights and/or responsibilities are in an unfamiliar context (e.g. a new situation) • Can follow rules in an unsupported situation • Can support others in abiding by rules • Can disagree with a decision by using reasoning • Accepts a decision they disagree with
	Manages risk and understands consequences	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can recognise when something is risky or unsafe in very familiar circumstances or settings • Can discuss when they have done well or done badly when encouraged to do so
		1	<ul style="list-style-type: none"> • Can recognise when they have done well or done badly • Can recognise when something is risky or unsafe
		2	<ul style="list-style-type: none"> • Can recognise when others are doing well or doing badly • Can recognise when others are engaging in risky or unsafe behaviour

		3	<ul style="list-style-type: none"> • Can advise others when they are doing well or doing badly • Can support others to improve • Can support others in managing risk • Can recognise own and others' strengths and weaknesses
	Shows independence	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can express a view when encouraged to do so in a very familiar context and/or in a constantly supervised situation
		1	<ul style="list-style-type: none"> • Can express a view in a familiar context and/or in a supervised situation
		2	<ul style="list-style-type: none"> • Can express a view in a less familiar context and/or in a supported but unsupervised situation • Are not be afraid to stand out (e.g. is willing to take the opposite view to peers) in a familiar context
		3	<ul style="list-style-type: none"> • Can express own views in any situation or context • Can assert own view to peers (e.g. does not change their mind based on peer pressure) • Can support peers to express their own views (e.g. encourages peers to contribute opinions; will support their peers views) • Are not be afraid to stand out (e.g. is willing to take the opposite view to peers) in an unfamiliar context

Respect for Others	Respect for others KEY ELEMENTS The young person:	Level	EXEMPLARS – The young person demonstrates that they: The young person does not need to demonstrate all these exemplars under each level. They are included as a starting point for the type of skills and behaviours to look out for. Practitioners should choose the most appropriate examples for their setting. In most cases all the key elements will inform the level, however not all of the key elements will be applicable to all young people. Some young people may not be able to demonstrate one or more key elements, or there may not be opportunities to view all of the key elements. In this case the practitioner should use their judgement and note on the recording sheet which elements have been included, omitted or adapted.
	Is accepting of others	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can accept others' views in a very familiar setting and/or when closely supervised and encouraged
		1	<ul style="list-style-type: none"> • Know that they should listen to/accept others' views • Understands that other people have rights and shows respect for those rights • Accepts the guidance of a practitioner in a supervised setting • Know that they should wait their turn when required during an activity
		2	<ul style="list-style-type: none"> • Can recognise when peers are (or are not) listening/accepting others' views • Can listen to others fully before making up their mind in a supported setting • Waits their turn when required during an activity
		3	<ul style="list-style-type: none"> • Can advise peers in a non-threatening way when they are (or are not) listening/accepting others' views • Can listen to others fully before making up their mind in an unsupported setting • Accept diverse views, beliefs, lifestyles, languages and cultures • Can advise peers to wait their turn when required during an activity
Practices empathy	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can acknowledge others' feelings in a very familiar setting and/or when closely supervised and encouraged 	

		1	<ul style="list-style-type: none"> • Recognises when they have upset someone • Acknowledge others' feelings and/or opinions in a supervised situation
		2	<ul style="list-style-type: none"> • Recognises when peers have been upset by others • Acknowledges that they have upset someone and apologise • Acknowledges others' feelings and /or opinions even if they disagree with them • Can suggest positive ways of addressing a situation (e.g. to help resolve conflict)
		3	<ul style="list-style-type: none"> • Can show empathy to peers who have been upset by others • Can advise peers on recognising the feelings/ opinions of others (e.g. advise others when to apologise)
	Values relationships	Starting level	<ul style="list-style-type: none"> • Are working towards level 1 • Can work with others when encouraged in a closely supervised situation and/or in a context where they feel very comfortable
		1	<ul style="list-style-type: none"> • Know that relationships are important • Can work with others in a supervised situation
		2	<ul style="list-style-type: none"> • Can maintain and manage relationships • Can work with others in a supported but unsupervised setting
		3	<ul style="list-style-type: none"> • Are able to resist peer pressure after identifying negative relationships • Are able to retain friendships after disagreements • Can work with others in an unsupervised situation

Annexe 2: Role Play and Creative Methods

Section 6 explains how you can use observation to record progress in SEDS. It is likely that you will be able to observe an activity or event that is already taking place, but if there are no activities planned then you may wish to use role play or creative methods as a vehicle to assess the development of Social and Emotional Dispositions and Skills (SEDS).

What are 'Creative Methods'?

These are generally active and participatory methods useful for gathering data from young people that may not be used to, or willing to engage in, traditional forms. These can also be useful for young people who experience difficulties in reading/writing. Typical methods used here include:

- Painting
- Drawing
- Music
- Photos
- Storytelling

The aim is to support the young people in answering your questions through one of the methods above. For example, you could use music and ask them to create a rap about how they deal with bullying, or create a poster about their feelings on where they live.

Using Creative Methods to Demonstrate Success

The creative method used is a way of prompting a discussion in a one-to-one interview with the young person using SEDS. The activity can provide the young person with the experiences that they can then discuss with you and it is on the basis of this discussion (sometimes

combined with observation of the creative activity) that an assessment of SEDS is made.

As with observation (section 6.1) a list of constructs to record can be prepared beforehand, based on the four constructs. You can use the same pro formas as for Observation, noting the creative method used.

Planning the Creative Methods

As with Observations of everyday activities (see 6.2.1), facilitating creative sessions usually consist of three stages: planning, carrying out/discussing and recording.

➡ Decide on the activity (or activities) you will facilitate.

The range of creative methods you could design for your setting is potentially endless! You could ask the young person or group to make/produce/write/devise a song a poem or a rap; a poster, collage or graffiti art; a book, a game or a pamphlet; podcast or radio programme.

The following characteristics should be considered when designing a creative task:

- It does not require one right answer.
- It combines different dispositions and skills.
- It provides opportunities for interaction/motivation and taking part/ independence/respect for others – or all four.
- It focuses on both **product** (the poster or song, etc.) and **process** (listening to others' views, making a positive contribution to the activity etc.).
- It is interesting, challenging and meaningful.
- There is enough time available to complete the task.
- It can be observed (or if observation is not feasible, there is an opportunity to reflect of the task).

- ➡ **Set a clear brief.** Explain to the young person/people what you are looking for and why you are setting the creative task.
- ➡ **Consider how you will deal with a group situation.** If you plan to use the activity to observe SEDS (in addition to using it to prompt later discussion) consider what the maximum number of young people you can observe with this activity; how will I give equal attention to all members of a group?; how will I assess each individual?

Carrying out and Observing the Creative Method

- ➡ **(If you are planning to observe) Know exactly what you're looking for.** Remember that the purpose of the creative method is so that you can observe/gather information and establish current SEDS levels.
- ➡ **(If you are planning to observe) Be as unobtrusive as possible.** You may wish to join in during the activity (participant observer) or stand back (non-participant), but let the young person/group get on with the creative activity.
- ➡ **(If you are planning to observe) Record the results accurately and fully** so that they contribute to the assessment of the progress the young people are making. The pro formas in this handbook can be adapted to suit your needs.
- ➡ **(If you are planning to observe) Try not to cover too much or more than one person's performance at a time.**

- ➡ **(If you are planning to observe) Be flexible enough to take account of the unexpected.** If situations crop up which allow you to see aspects of other skills, don't be blinded to them by sticking rigidly to your observation plan. There is space to write notes of SEDS other than that summarised in the boxes.
- ➡ **Schedule a time to discuss** the product and process with the young person.
- ➡ **Discuss with the young person** what the product (song, poster, etc.) represents for them and what they are saying. Remember the process the young person went through in creating the picture/poem is as important as the product (see suggested prompts in section 7).

Recording

There are many ways of recording your observation and discussion based on creative methods. We have provided a simple pro forma, which you can use or adapt to suit your circumstances.

You may wish to use or adapt methods you have already developed.

Example Creative Methods Recording Sheet

The same recording sheet as outlined in section 6.3 (on observation) can be used.

DEMONSTRATING SUCCESS RECORDING SHEET		
Observer.....		
Individual Observed.....Date.....		
Setting & immediate context of the observation (brief details – where, what activity etc?)		
Discussion based on Creative Method (collage on the topic of bullying)		
<input type="checkbox"/> Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication) <input type="checkbox"/> Motivation and Taking Part (demonstrates a willingness to participate; make a positive contribution to an activity; sees value in participation; shows resilience); <input type="checkbox"/> Independence (manages their own feelings; knows rights and takes responsibility for their actions; manages risk and understands consequences; shows independence <input type="checkbox"/> Respect for others (is accepting of others; practices empathy; values relationships)		
Construct	Progress	Notes
Interaction	<input type="checkbox"/> Starting <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	

What is 'Role Play'?

Participants are invited to take a role in a staged activity, perhaps a bullying role play or conflict scenario. The manner in which they participate, the dispositions and skills they demonstrate and the feedback they give on their role in the activity is then judged by the

observer. This can be developed by using the hot seating method (commonly used in Forum Theatre) where at the end of the role play participants stay in role and are asked questions by the observer/leader in order to explore feelings, actions, alternatives, etc. and/or in discussion with the young person reflecting upon the experience.

Using Role Play to Demonstrate Success

The role play is used as a way of observing the young person, using SEDS, and providing a learning situation to reflect upon. As with Creative methods (see Annexe 2) the activity can provide the young person with the experiences that they can then discuss with you.

As with observation (section 6.1) a list of constructs to record can be prepared beforehand, based on the four constructs. You can use the same pro formas as for Observation, noting the role play used.

Planning the Role Play

As with Observations of everyday activities (see 6.2.1) observing a role play usually consists of three stages: planning, carrying out/discussing and recording:

Decide on the role play you will observe.

You could design a role play based on a range of different themes or topics, depending on the circumstances of your work with the young people.

Here is an example that you could use or adapt:

Example Role Play

Give out Handout 1 (below) to read and think through their role, or read the scenario to the participants, and then they act out what happens as they meet by the front door. The role play should only be a couple of minutes long.

Scenario

A mp3 player has been taken from a school bag that was left on the playing fields.

Roles

Owner of school bag; thief; thief's friend; thief's mum

Divide the group into four and assign each person one of the roles. Cut out the following character plans and give/read one to each individual.

Role Play

Owner of school bag

How do you feel about the mp3 player being stolen?

Who do you think stole it?

Why would they steal it?

Was the player a gift or did you have to save up for it?

If you have any other thoughts feel free to bring those out to form part of your character.

Thief

How do you feel about stealing the mp3 player?

How did you steal it?

What are you going to do with it now?

Would the person you stole it from miss it?

If you have any other thoughts feel free to bring those out to form part of your character.

Thief's friend

You were with him/her when the theft took place – how do you feel about witnessing it?

Did you say anything to them about it?

Did you feel guilty about it?

Do you know why your friend stole the player?

If you have any other thoughts feel free to bring those out to form part of your character.

Thief's mum

How do you feel about finding the mp3 player under your child's bed whilst you are cleaning?

You know you didn't buy it, and they don't have the money to – how do you think they got it?

You now suspect they stole it, how do you react?

You want to confront your child – what are you going to say and do?

If you have any other thoughts feel free to bring those out to form part of your character.

Discussion questions: with the group you should explore the following concepts:

- What are the consequences for all those involved?
- Police records
- School record
- Reputation
- Loss of trust
- Other questions to ask are:
- Who has been affected by the crime?
- Was there a reason for the crime?
- Was anyone hurt by the crime?
- How would the victim feel?
- How do the other characters feel?
- Would the victim change the way they do things?
- Are there any victims other than the main characters?

- ➡ **Set a clear brief.** Explain to the young person/people what you are looking for during the role play and why you are setting the task.
- ➡ **Consider how you will deal with a group situation.** If there are more individuals than roles then you could double up the characters or add roles (in the example above a teacher could be added).

10.1.1 Carrying out the Role Play

- ➡ **(If you are planning to observe) Know exactly what you're looking for.** Remember that the purpose of the role play is so that you can observe and establish current SEDS levels.
- ➡ **(If you are planning to observe) Be as unobtrusive as possible.** You may wish to join in during the activity (participant observer) or stand back (non-participant), but let the young person/group get on with the creative activity.
- ➡ **(If you are planning to observe) Record the results accurately and fully** so that they contribute to the assessment of the progress the young people are making. The pro formas in this handbook can be adapted to suit your needs.
- ➡ **(If you are planning to observe) Try not to cover too much or more than one person's performance at a time.**
- ➡ **(If you are planning to observe) Be flexible enough to take account of the unexpected.** If situations crop up which allow you to see aspects of other skills, don't be blinded to them by sticking rigidly to your observation plan. There is space to write notes of SEDS other than that summarised in the boxes.
- ➡ **Schedule a time to discuss** the process with the young person.

➡ **Discuss with the young person** the role play. Remember the process the young person went through in thinking about what they said is as important as the product (see suggested prompts in section 7).

Recording

There are many ways of recording your observation of the role play. We have included a simple pro forma, which you can use or adapt to suit your circumstances. You may wish to use or adapt methods you have already developed.

Example Role Play Recording Sheet

The same recording sheet as observation can be used.

DEMONSTRATING SUCCESS OBSERVATION SHEET		
Observer		
Individual Observed		Date
Setting & immediate context of the observation (brief details – where, what activity etc?)		
Discussion following a role play on bullying		
<input type="checkbox"/> Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication)		
<input type="checkbox"/> Motivation and Taking Part (demonstrates a willingness to participate; makes a positive contribution to an activity; sees value in participation; shows resilience);		
<input type="checkbox"/> Independence (manages their own feelings; knows rights and takes responsibility for their actions; manages risk and understands consequences; shows independence		
<input type="checkbox"/> Respect for others (is accepting of others; practices empathy; values relationships)		