



ACTION FEEDBACK KIT

For Children and Young People



**Australian
Childhood
Foundation**



Eastern Metropolitan
**REGIONAL
FAMILY
VIOLENCE
PARTNERSHIP**

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Disclaimer: The term children is used throughout this document. This term will refer to children and young people.

FOREWORD

Children and young people are afforded the right to have their voice heard and taken into account through Article 12 of the United Nations Convention on the Rights of the Child (UNCROC). It articulates the following principles:

1. State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

As Freeman (1996) comments, Article 12 is critical

‘...not only for what it says, but because it recognises the child as a full human being with integrity and personality and the ability to participate freely in society...’

More than anything, it is not the capacity of children to provide feedback and insights into their world that can act as a barrier to them being listened to, but rather adult centric views that restrain children’s perspectives from being respected.

For example, Lundy (2007) identified three key barriers to Article 12 being fully realised in the institutions and processes of society.

1. Adults are skeptical about children’s capacity to meaningfully input into decision making.
2. Adults believe that giving children more control will undermine authority and destabilise the inherent rules that govern such institutions.
3. Adults fear that compliance will require too much effort.

In addition, it has been our experience that there are limited resources that support practitioners to systematically collect feedback from children about their experiences of services. There are even fewer that do not start from an adult centric tradition and have at the core a commitment to engaging children in ways that make sense for them.

Most importantly, it is critical, as Lundy (2007) has argued, that children are facilitated to express their views in ways that promote safety, is inclusive and ensures that their feedback is considered and acted upon as appropriate.



FOREWORD

For all these reasons, the Australian Childhood Foundation and the Eastern Metropolitan Regional Family Violence Partnership worked together to develop this Action Feedback Kit for Children and Young People. It is a creative execution of what we know works for children.

It is playful. It promotes interaction. It involves different sensory experiences. It offers options for children to choose from. It is relevant in its use with individual children and young people, in small groups and/or involving other family members in the process. It enables leaders and managers of services to hear about the experiences of children and young people in formats that they can then use to shape and reshape how services and activities are delivered to children. It is helpful for use with children in all contexts and environments.

We hope that as a result of the creation of this Kit, the need to seek feedback from children will become more commonplace. It is our vision that children's right to participation in the co-design and adaptation of services and activities for them is achieved with the collective passion that they deserve.



Dr Joe Tucci
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REFERENCES

Freeman, M. (1996). Children's education: A test case for best interests and autonomy. In R. Davie, D. Galloway (Eds.), *Listening to Children in Education*. London, David Fulton.

Lundy, L. (2007). "Voice" is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child, *British Educational Research Journal*, 33, 927-942.



ACTION FEEDBACK KIT- PURPOSE

The purpose of this kit is to provide a tool for service feedback from children who take part in activities and programs that are designed for them.

This kit is bright, colourful and inviting. It utilizes objects like bouncy balls, building blocks, and smooth stones, which may be familiar and suggestive of play to children. It invites children to draw about their experience of self in relation to the service they have accessed and to respond to scaling questions in kinaesthetic ways, along-side talking. The kit offers children multi-modal options for self-reflection and expression.

Target Age Range: This kit has been designed for use with children aged approximately 6 years and above. Children need to be able to grasp the concept of change within themselves across time to engage fully with Part A.



KIT MATERIALS

Part A. Gingerbread Me

Material:

Three page timeline template for drawing and recording ideas about the way children understand themselves in relation to their engagement with the service over time.

Description:

'Gingerbread Me' is a three paged timeline that invites children to consider change, within themselves in relation to contact with the service, across time. Children are invited to respond to this document through drawing, writing or verbal responses that a helper records. Children are orientated to Part A. as a timeline. They are encouraged to reflect upon their initial engagement with the service, as well as project into their future. The 'When I first started coming here' page asks children to consider themselves when they initially came into contact with the service. This might be in an outreach sense, or attending a service centre. The 'Now when I come here' page asks children to consider themselves in the present in relation to the service. The 'Later (in one year)' page asks children to project into the future, and consider what it might be like for themselves in one year's time.

Two versions of three page timelines have been developed, both identically formatted with different colour pallets, fonts, and different shaped body drawing prompts. These were designed to offer choice to children. The grey scale backgrounds with head and upper body drawing prompts are less directive and prescribed. The colourful backgrounded panels with the gingerbread person shaped drawing prompts are more defined. Children could be provided with the option to choose the timeline that appeals to them the most.

Colourful template



Grey Scale template



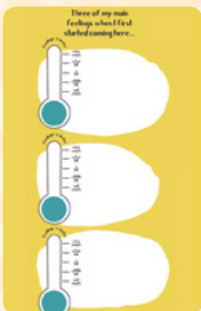


The drawing prompts are an opportunity for children to express information about themselves that is not reliant on speaking and encourages an art based form of expression. Children are invited to consider themselves at the three prescribed points in time. The middle gingerbread person drawing prompt could be understood as a child's present representation of self.

This tool allows children to draw facial expressions, and map both internal and external changes over time. This is an invitation for children to use colour, and different forms of markings to express themselves.



The grey scale templates have a differently shaped drawing prompt compared to the coloured version. This prompt allows responders to depict themselves with more scope, as the gingerbread person outline provides a more minimal head and shoulders outline.



On the left-hand side of each page is a series of three spaces for children to identify three of their main feelings associated with the service at each time point. These feelings can be scaled using the 'feelings o metres' that accompany each identified feeling. The 'feelings o metres' provide the option for children to grade the degree or intensity of feeling. These may prove useful comparisons across time points.



At the top of the right-hand side of each page is a question about the things children know about themselves at each time point. In responding to this question children are invited to consider things they know about themselves, or believe they will know about themselves.



At the bottom right hand corner of each page is a feelings based question that invites children to include an idea from their heart about the effects of interacting with the service. This allows children to provide a feelings based statement for each time point.

Delivery Options:

Single delivery option: Part A can be administered as a 3 page whole, with a child at a point in time. Part A. becomes useful administered in this way when a child has had a reasonable amount of contact with the service, so as the child has had time to engage in, and reflect on change. The administration of this part of the kit does not need to be left until the conclusion of the child's involvement with the service.

Broken up delivery option: Part A. can be administered with the pages broken up, to a child at various points in time. The 'When I first started coming here' page could be given to a child early on in their engagement with the service. At a designated time, later in a child's involvement with the service, the 'Now when I come here' and 'Later (in one year)' page could be offered to the same child to fill in.

Part B. My Experiences Question Board- How I experience this service.



Material:

Question Board: Colourful, inviting board for thematic cards to be displayed on.

Set of 40 Question cards: Cards are divided into themes, intended to invite children's opinions about various elements of service experience.

Activity tools: Range of 5 Activity based scaling tools; Building Blocks, mini basketballs, Velcro target with a ball, smooth stones, paper faces picture.

Feedback Record: Tabbed feedback recording document, to record children's feedback.

Description:

Part B. of the tool is of mixed method design including questions about various aspects of children's experience of the service.

The set out of Part B. is reminiscent of a board game. The board has been designed to accommodate question cards that children are invited to engage with. The picture on the board includes a building, with a person in the foreground and nature based surrounds. The building is intended to represent which ever building the child encounters their worker from the service in. The person who is deliberately drawn in a gender-neutral way represents the child's worker from the service. A pebbled

pathway leads up towards the building. This is intended as an invitation into the piece, along with the two animals shown along the pathway. Distributed around the scene are depictions of the 5 activity tools that children may encounter when responding to scaled questions. The question cards have been deliberately provided positions within the picture that metaphorically tie into their theme.

The question cards include 16 closed ended questions measured by a 5 point Likert scale, and 24 open ended questions.

Questions are grouped into 5 themed categories:

- Experience of People
- Experience of Place
- Experience of Change
- Experience of Cultural Identity
- Experience of Rights

Themed Question Cards



Experience of People – The people cards invite children to comment about their experience of the workers at the service. These cards are positioned on the board above the ‘worker person.’



Experience of Place – The yellow door cards invite children to comment about their experience of the place where they meet with their worker. These cards are positioned on the board above the door of the building as they relate to a child’s experience of the place, that begins as they approach and enter through the door.



Experience of Change – The window cards invite children to comment about things that might have changed for them or their family since being involved with the service. These cards are positioned on the board above the window because a window could be thought of as a space through which we view change.

Experience of Cultural Identity – Two kinds of bird cards have been developed for children within this category. These have been depicted as birds and positioned on the board in the tree. Perhaps the tree could metaphorically represent some of the qualities of culture- growth, dynamism, rooted in history. The ‘culture tree’ provides shade for the service related building.



Experience of Indigenous Cultural Identity – The indigenous kookaburra bird cards are designed for children who identify as Indigenous. These questions invite children to comment about their experience of the service in terms of cultural recognition and inclusion.

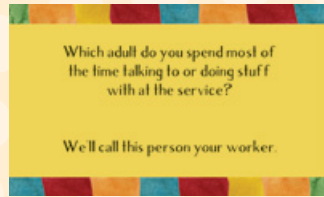


Experience of Cultural Identity – The general bird cards invite children to comment about their experience of the service in terms of cultural recognition and inclusion.



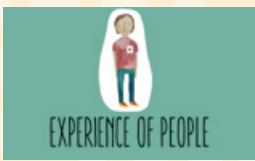
Experience of Rights – The sun cards invite children to comment about how transparent and child friendly the service is in explaining their processes and what to expect. These cards also enquire about how empowered children feel to ask questions of the service.

The tool has been designed for children to respond to with flexibility, choosing any combination of cards in a row. However, there is one question that is useful for children to begin with that is:



This card is easily identifiable by the red rim around the worker. By responding to this question, children identify their perceived key worker.

Question Items



Experience of People Questions

Which adult do you spend most of the time talking or doing stuff with at the service?
We'll call this person your worker.

What is the nicest thing that your worker has done for you?

Can you think of anything that your worker could do to be better at her or his job?

What would make it easier for children and young people to be taken care of here?

What would make it easier for children and young people to be listened to here?

How helpful is your worker?



Not much A little bit A bit A fair bit Very much

How well do they take care of your family here?



Not much A little bit A bit A fair bit Very much

How interested are they in the things
you like to do?



Not much A little bit A bit A fair bit Very much

How well do they listen to you here?



Not much A little bit A bit A fair bit Very much

How well do they take care of you here?



Not much A little bit A bit A fair bit Very much

How well do they listen to your family here?



Not much A little bit A bit A fair bit Very much



Experience of Place

What would you tell other children and young people about the things you like about this place?

What would you tell other children and young people about the things you don't like about this place?

What would make this place better for children or young people?

Do you feel like this place is a good place for children to come to?

Not much A little bit A bit A fair bit Very much

How child friendly is this place?

Not much A little bit A bit A fair bit Very much



Experience of Change

Since coming here, has anything changed for you? If so, what things have changed?

Since coming here, what things haven't changed for you that you would have liked to have changed?

Since coming here, has anything changed for your family? If so, what things have changed?

Since coming here, what things haven't changed for your family that you would have liked to have changed?



Experience of Indigenous Cultural Identity

Have you learned anything new about your culture since coming here? If yes, what have you learned?

Could this service do anything to be better for children and families who are from your culture? If yes, can you share any ideas?

Do you feel like you are welcome here? How come?

Is your worker interested in who you are as a person? What makes you think this?

Do you get to talk with your worker about where your family is from?

Not much A little bit A bit A fair bit Very much

Does your worker show interest in your people?

Not much A little bit A bit A fair bit Very much

Do you have conversations with your worker about your aboriginality?

Not much A little bit A bit A fair bit Very much

Do you think other aboriginal kids would feel safe coming here?

Not much A little bit A bit A fair bit Very much





Experience of Cultural Identity

Would you like your worker to understand more about your cultural background? If so, what should she/he understand?

Could this service do anything to be better for children and families from your cultural background? If yes, can you share any ideas?

Is your worker interested in who you are as a person? What makes you think this?

Do you feel like you are welcome here? How come?

Does this service help you feel like you belong here?

Not much A little bit A bit A fair bit Very much

Do you feel like you can learn more about your history and culture with your worker?

Not much A little bit A bit A fair bit Very much





Experience of Rights

What do you know about what this service does? How did you find this out?

Can you tell me what your worker's job is with children and young people? How did you find this out?

Did your worker explain to you when they would have to tell someone else about what you said to them?

If you're not happy with something that your worker says or does, what do you think you can do?

If you don't agree with something, how much of a chance are you given to speak up?

Not much A little bit A bit A fair bit Very much

How much do you feel like you are able to say everything that is important to you?

Not much A little bit A bit A fair bit Very much

Response Options

Children can respond to short answer questions verbally and these may be recorded by the child or the worker administering the kit. The child may choose to write their responses directly into the feedback record.

The scaled questions may be responded to through use of the Activity tools. The scale is also printed on the question cards for children who prefer not to engage with the Activity tools. The five point likert scale is made up of simple graded terms, considered recognisable for children.

Not much

A little bit

A bit

A fair bit

Very much



Activity Tools

A range of optional 'Activity Tools' have been developed to engage and aid children in responding to scaled questions. The majority of these tools were picked as children already choose to play with them in counselling sessions with the Australian Childhood Foundation. Each of the five activity tools display a 5 point, likert scale. Children can choose to respond to these questions with any of the 5 tools. The tools were chosen because they are considered child friendly, familiar and encourage sensory engagement.

Feedback Record

The feedback record provides a document for recording responses. Each question is noted in the tool with space beside it for the child's response. The tabs allow for quick find shortcuts to identify the appropriate spaces to note responses.

Quick Information Guide

The kit provides a 'Quick Information Guide' which is a brief overview of the format, aims and contents of the kit, intended for children/young people and their parents/carers to gain some understanding and orient around what taking part with the kit might involve.

Delivery

Part B. has been designed to be delivered at one time. Children are encouraged to pick up and respond to the question cards on the board. The scaled questions can be responded to through any of the activity tools.



KIT DELIVERY CONSIDERATIONS

Consideration should be given to the setting for the administration of this kit. It should be a quiet space where children have ample time to focus on the offered tasks.

Part A. and Part B. can be administered separately. Forty-five minutes for Part A. and one hour for Part B. would be an average time allocation for completion for the kit.

Services need to consider who is best to administer the kit with the child. It may be helpful for a child's key worker who has a relationship with the child to deliver it. It is acknowledged, however, that children may be hesitant to provide robust feedback about a key worker, should this key worker be administering the kit. This however is balanced with the need for the child to feel comfortable and safe with engaging with the kit.

Consideration should be given to the presence of parents/carers when a child is engaging with the kit. The aim of the kit is to collect children's ideas about their experience of the service and for this to not be influenced by involvement from their parent/carer. It may be however that the presence of a parent/carer confers safety and involving them is helpful. Discretion is required here.

DATA COLLECTION AND MANAGEMENT

Before commencing with this kit, services should develop a plan around how they will manage and treat the data children provide. There should be transparency around this. Consent for how their data will be used by the service should be obtained from children and their guardians (depending upon the age of the child) prior to the administration of the kit. Data should not be used in any way beyond what has been agreed.

DATA REPRESENTATION- POSSIBILITIES

The following ideas assume that consent has been obtained from children and their guardian (depending upon the child's age).

Part A. Gingerbread Me provides data that could be represented in a number of ways.

Gingerbread Person Prompts

Children's drawing responses to the gingerbread people prompts, could be collated into groups- when I first came here, now, and in one year. These could be displayed as a visual representation of client experience across service engagement. Visual representation often has immediate impact, is not dependent on literacy, and is broadly accessible for children and adults.

My 3 main Feelings

Part A. invites children to identify three of their main feelings at three points in time, when they first started, now, and how they expect they may feel in a year's time. This information can be collated into word clouds, also known as tag clouds. Word clouds are graphical representations of word frequency. These representations could provide services with visualisations of data across time.

For example:



When I first started coming



Now when I come



Later, in one year

Part A. includes two open ended questions:

1. Children are asked to share ideas from their heart about what it has been like engaging with the service (feelings based short answer question)
2. Children are asked to share something about changing knowledge of themselves over time (thinking based short answer question)

Content analysis of the qualitative data emerging from these questions could allow services to better understand children's experience of change in relation to the service.

Part B. My Experiences Question Board

Part B. includes open ended and scaled questions.

Analysis of the 16 closed ended questions will yield categorical, frequency data. Services may benefit from comparing how respondents endorse items utilizing the 5-point scale, over time.

Content analysis of the qualitative data provided through children's responses to open ended questions could allow services to act on emerging themes to better meet the needs of its youngest service users.



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