

Te Kahu Tōi IWS
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Voices of our Tamariki

Using a self-rating tool to strengthen child voice in Te Kahu Tōi IWS plans

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Context – Te Kahu Tōi, IWS

- Plans framed around a **Family Vision**, **Team Mission**, and working towards addressing collaboratively defined **Underlying Needs**
- Wraparound meetings involve all key team members discussing needs and making plans to support these needs
- Data gathered deliberately about **parent perceptions**, and **team perceptions** of progress towards underlying needs
- Student Voice is incorporated into the meetings, but no set mechanism to meaningfully gather this
 - Student participation varied from whole meetings, to 10 minutes at the end
 - Student voice wasn't strong in some plans, perception that "we know" how they are doing, without asking
 - Do team priorities align with the student's priorities for themselves?

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Practice Frameworks in Education

- Student voice is a key element in most education frameworks for practice in New Zealand



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Child self-report in the literature

- Children hold a view about themselves which is unique, valid, and stable over time
 - Parent proxy-ratings and child self-ratings are not interchangeable
- Children have a right to be involved in decisions made about them
- Accuracy and quality of a child's personal opinion are improved if it is asked for in the correct way
 - Visual and verbal presentation of items
 - Language appropriate to the age range
 - Fewer response options are associated with greater validity, but are less sensitive to change

Chambers & Johnston, 2002; Galloway & Newman 2017; Sturges, Rodger, & Ozanne, 2002

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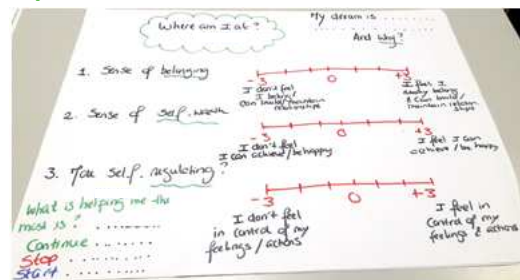
Development of a tool

- Aims:
 - To gain student perspectives on progress towards underlying needs in a meaningful way
 - To facilitate a process with the child's voice at the centre, supported by constructive team discussions
- Factors to consider
 - Age - Younger children tend to respond with more extreme answers in likert scale questions (Chambers and Johnston, 2002)
 - How many points in the scale? - 3 is not sensitive enough to change, 10 can be overwhelming
 - Understanding - Language development, visual supports
 - Individual differences - Personality, diagnosis
 - Team dynamics

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Example



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Practice Questions

- Does self-rating impact on student's sense of ownership?
- Does self-rating on identified needs increase understanding of plans?
- Do students' self-ratings impact adult perceptions?

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Case Study 1 - Andy

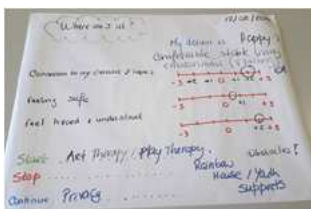
- A poet, creative, very articulate and passionate
- 16 year old transgender male
- Loves baking, and swearing
- Will tell you if he doesn't like something!
- Diagnosis of ASD, GAD, and depression
- Conflict at home with sister
- Tendency to catastrophise in meetings
- Really supportive school and Mum
- Improving relationship with Mum



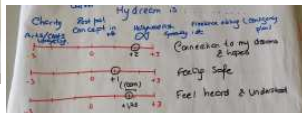
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Case Study 1 - Andy



- Clear goal
- Captured Andy's thoughts at a really good point
- No meetings recently due to crisis, however without prompting, Andy verbally told us that he is currently at
 - Connection: -2
 - Feeling safe: -3
 - Feeling heard and understood: -2



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Case study 2 – Charlie

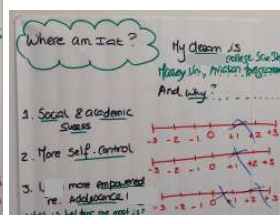
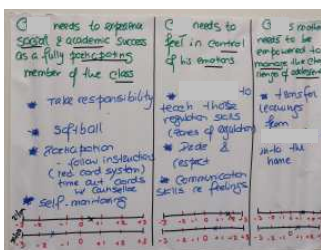
- Passionate about planes and the airport, science, cooking and softball
- Very knowledgeable about public transport (Can tell you how to get ANYWHERE in Auckland)
- 14 years old, recently transitioned back into school
- Recent diagnoses of ASD, ADD and ODD
- Quite withdrawn
- Takes some time to warm up to activities and people



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Case study 2 - Charlie



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Case Study 3 - Anna

- Loves animals, art, music and creating things.
- Very competitive!
- 13 years old
- Diagnosis of ASD,
 - Some social communication challenges
- Attending special school
- Strong voices in the team
 - Perception that things were not going well
 - Perception that the adults knew how Anna felt about this



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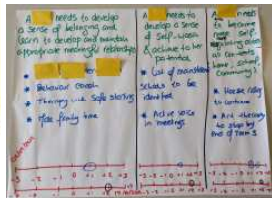
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Case Study 3 - Anna

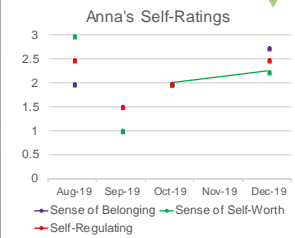
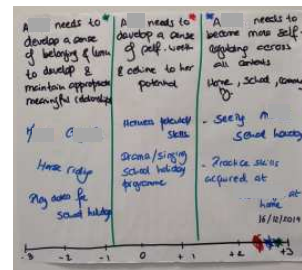
- Time 1



- Really unwell at time 2
- Backwards movement in time 2, but forwards again in time 3
 - Useful information to unpack why
- Clear indication of where she wants the team to go



Case study 3 - Anna



Student perceptions

- Andy comments:
 - "It's good, it's easy to understand and makes sense. 0 gives a good mid point. I like that you can say it's slightly bad, kind of bad, or really bad so the negatives work well. When people given me 0-10 scales I've started saying negatives."

Findings and implications

- All of the children we have used this tool with have diagnoses of **ASD**
 - Concrete nature of the rating scales has been well received, and has helped to bring forth opinions about complicated topics
 - Removing emotional discourse
 - Minimising social communication challenges
 - Supporting central coherence
 - Further validation is needed with children without ASD diagnoses
- Does self-rating impact on student's sense of ownership/engagement?**
 - None of the students have opted not to engage with the tool
 - Students have begun assigning tasks to other team members
 - All four students are now insisting on being present for the meetings
 - Team members are acknowledging this as a positive aspect
 - Students have started articulating what they need in meetings

Findings and implications

- Do students' self-ratings impact adult perceptions?**
 - More positive outlooks from families
 - Differences between adult perceptions and student ratings have resulted in more collaborative discussions with the student
 - Discussions have become more focused
 - More balanced contributions from team members
- Does self-rating on identified needs increase understanding of plans?**
 - Students show increased understanding of how parts of the plans connect to each other
 - One student is now assigning tasks related to each underlying need – increased understanding of the goals and how they relate to strategies

References

- Chambers, C. T., & Johnston, C. (2002). Developmental differences in children's use of rating scales. *Journal of pediatric psychology*, 27(1), 27-36.
- Galloway, H., & Newman, E. (2017). Is there a difference between child self-ratings and parent proxy-ratings of the quality of life of children with a diagnosis of attention-deficit hyperactivity disorder (ADHD)? A systematic review of the literature. *ADHD Attention Deficit and Hyperactivity Disorders*, 9(1), 11-29.
- Osika, W., Fnberg, P., & Wahrborg, P. (2007). A new short self-rating questionnaire to assess stress in children. *International journal of behavioral medicine*, 14(2), 108-117.
- Sturgess, J., Rodger, S., & Ozanne, A. (2002). A review of the use of self-report assessment with young children. *British Journal of Occupational Therapy*, 65(3), 108-116.

