



Social Workers in Schools
Te Hunga Tauwhiro i te Kura

SWiS News



Issue No.1 - November 2018

1. SWIS BIZ

Services in Schools Directory Update
SWiS Hubs in Avondale and Onehunga
SWiS Research: Oranga Tamariki
SWiS Research: University of Auckland

2. SWIS STORIES

Billy's story
Toby's story

3. STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ)

SDQ is now mandatory
SDQ Translation
SDQ questionnaires as part of B4 School Checks
SDQ 'Postcards'

4. SOCIAL WORKER EXPERIENCES

Erena Epiha delivering SWiS to Kura within Tauranga Moana
Social Workers in Schools from Ngāpuhi Iwi Social Services
A new SWiS social worker
Alāfua o le soifua maloloina

5. UPDATES FROM ORANGA TAMARIKI NATIONAL OFFICE

Staffing news
SWiS Refresh Projects
A new visual identity for Te Hunga Tauwhiro I te Kura / Social Workers in Schools
Whakatauki

6. ANNEX: STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ): FAQ

This November 2018 issue is the inaugural newsletter in a series that we will send out up to four times a year.

This newsletter is all about the connections we make and the insights we can share. By working together we can improve outcomes for children and young people. The newsletter is intended to promote sharing and to celebrate positive impacts with tamariki, schools/kura and whānau.

The 'expanding circles' of SWiS mahi include: children with their families; whānau with the wider community, and SWiS social workers linking tamariki within a school/kura-based setting.

PROVIDER-SUBMITTED ITEMS ARE WELCOMED FOR FUTURE ISSUES

Items that would be especially suitable might include how SWiS has impacted on the lives of children and young people, such as during times of transition, or case studies of relationships with other school/kura-based professionals in preschool, primary, middle or senior schools/kura.

Please feel free to comment on any item in this newsletter, or send in submissions (signed off by Team Leaders/managers) for future issues.

Please email: marten.hutt@ot.govt.nz

LOOKING BACK, LOOKING FORWARD

There was a SWiS newsletter from 2004-2007, called "SWiS News". We have taken lessons from that experience in creating this new publication, and 'dusted off' the title to use as a sub-title for *Working Together*.

IN 2019 IT WILL BE THE TWENTY-YEAR ANNIVERSARY OF SWIS

This newsletter is a way to help celebrate this milestone. Feel free to email us with how you might be celebrating 20 years of SWiS so we can feature this in future issues.

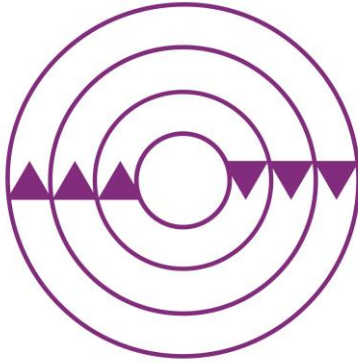
Please email: marten.hutt@ot.govt.nz



SWiS Biz

SECTION

1



SERVICES IN SCHOOLS DIRECTORY UPDATE

The Services in Schools Directory was completed at the beginning of August 2018 and distributed to Oranga Tamariki site managers. The purpose of the Directory is to connect Oranga Tamariki Social Workers with SWiS Social Workers where children in the care of Oranga Tamariki are enrolled in a school/kura that is serviced by SWiS.

The sharing of information will increase the ability between people involved to assess supports, needs and achievements for the child and their whānau.

When new social workers are on-boarded or someone leaves, the provider will be responsible for letting Oranga Tamariki National Office know so that the database can be updated. Please send updates to: thomas.mcglain@ot.govt.nz

SWIS HUBS IN AVONDALE AND ONEHUNGA

Thanks to ATWC for permission to use and adapt this story and image

The Anglican Trust for Woman and Children (ATWC) has successfully piloted a 'hub' approach to the way they deliver SWiS in Auckland. This has involved centralising four social workers and a Practice Manager at Avondale Intermediate a few days a week, thus allowing a more community-responsive service for families and partnership with other school-based professionals.

The Avondale Hub has many benefits, including the ability to work to individual social workers strengths, sharing of skills, experience and areas of expert knowledge, consideration of gender, culture and language when building relationships with families and the sharing of resources and networks.

Of particular note is that the 'Hub' approach has provided an opportunity to address the professional isolation felt by some SWiS working alone in schools. SWiS social workers have expressed the views that that the hub has allowed them opportunities to consult, access immediate support if needed, provide peer supervision in particularly challenging situations and to grow in confidence and competence in their role.

"One of the key things for us is that we have strengthened the SWiS service available to our schools through the development of capacity within the SWiS team... Our kids are getting a great deal, they are getting the best possible deal, and everything about the Hub keeps the kids at the heart, which is what we are about."



Jo Hardwidge - Principal, Avondale Intermediate

In March 2018, ATWC SWiS replicated the hub model to the Onehunga community with Te Papapa Primary School becoming the hub for five other schools in their community.



Onehunga Hub: SWiS social worker Va Hunkin (closest to sign) with Te Papapa School Principal Robyn Curry

SWIS RESEARCH: ORANGA TAMARIKI

Recent research into SWiS (published April 2018) used data from Statistics New Zealand's Integrated Data Infrastructure (IDI). The study estimated the impact of SWiS on:

- stand-downs and suspensions from school
- care and protection notifications
- Police apprehensions for alleged offending.

The research found encouraging results for some student groups that may be attributable to SWiS. For example, Māori boys enrolled in SWiS base schools showed a drop in rates of police apprehensions compared to Māori boys in schools that did not get SWiS in the

expansion. For Pacific students there were lower rates of care and protection notifications to Child, Youth and Family.

You can find a link to copies of the research - in summary and full formats - here:

orangatamariki.govt.nz/research/latest-research/social-workers-in-schools/

Note that we are also in the design stages of further qualitative research into SWiS impacts. As we have details we will feature progress on this research in future issues of *Working Together*.

SWIS RESEARCH: UNIVERSITY OF AUCKLAND

'If you could change two things': Social workers in schools talk about what could improve schools' responses to child abuse and neglect

This article, from University of Auckland researchers Liz Beddoe, Irene de Haan and Eileen Joy, describes the challenges faced by school-based social workers and other school professionals in responding to child abuse and neglect. This was a qualitative study involving interviews with school-based social workers.

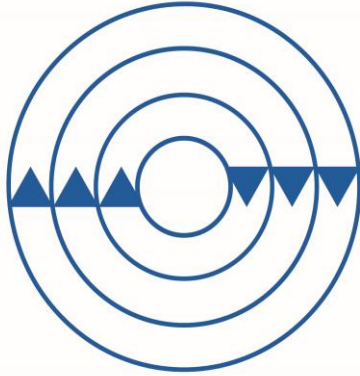
The findings included four main themes that were identified in school-based social workers' responses: the necessity for improved training for teachers; better support for teachers; a more holistic approach to child wellbeing; and enhanced understanding of child welfare.

You can find a link to the article here:

<https://anzswjournal.nz/anzsw/article/view/420>



SWiS stories

SECTION
2**BILLY'S STORY**

(from Anglican Family Care, Dunedin)

Billy had been excluded from one school and was at risk of being so from his new school when he came to my attention. He was a delightful, well-mannered young boy who just needed a chance to journey with an adult and discuss strategies that would help him. His ability to recall strategies we talked about (to help him manage his anger, deal with bullying, and control his impulses), was amazing – constantly reminding me of things we had discussed weeks and even months prior. I have just finished with him – he was proud to have “graduated”, in his words from the service.

The school are amazed at how far he has come and just today, his mother told me about how much happier he has been lately. Billy wrote the following letter to me and gave it to me in our final session: “To

Claire, thank you for helping me with my anger. It means a lot. I also want to thank you for spending your time to help me and other kids! And for using lots of resources that cost money. After today I will never forget what you have done for me. Sincerely Billy Smith”. It followed with a picture “You rock” “You’re the best” “10/10”

TOBY'S STORY

(from Te Runanga o Te Rarawa, Kaitaia)

Toby is a 9-year-old boy who was referred to SWiS by his mum, in relation to his violent behaviour and suicidal ideation.

Over a period of 3 months working alongside Toby, SWiS engaged with him to address his issues of concern, identifying triggers to his behaviour and assisted with behaviour management strategies such as how he might respond differently for better outcomes. Mum worked with Kaiarahi (Whanau Ora) and attended the Incredible Years Programme to enhance her knowledge base around strategies in managing her child’s behaviour and learning to communicate with him in a more positive manner.

Toby had been lacking attention at home and often felt isolated from his family, therefore, his behaviour would escalate. Mum admitted that she found it hard to spend time with him, however, after gaining the skills from her classes and Toby gaining some skills with SWiS, their relationship was restored in a short span of time. Toby and his Mum continue to communicate well at home.

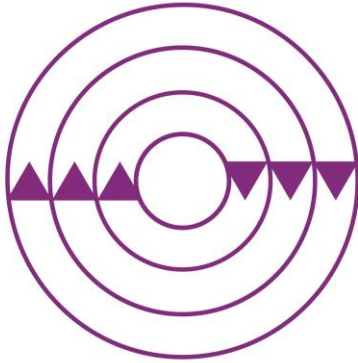


Strengths and Difficulties Questionnaire

SDQ

SECTION

3



SDQ IS NOW MANDATORY

The first SDQ report for SWiS, YWiSS and MASSiSS was due on 10 July 2018 for the period 1 July 2017 to 30 June 2018.

This was an opportunity to get used to the reporting process and for us to smooth out any system issues and get initial feedback to you. Thank you to those that sent in their SDQ templates.

From 1 July 2018 SDQ reporting is now mandatory for SWiS, YWiSS and MASSiSS. The SDQ reporting will be 6 monthly, with the first official reporting date 5 December 2018.

For the first year we will be establishing a baseline for the client result measures.

Note: There is an 'SDQ FAQ' at the end of this issue of Working Together

SDQ TRANSLATION

To make the SDQ a more culturally appropriate assessment tool for our

communities we are undergoing a project to translate it into te reo Māori.

This work is progressing well, with the translation being completed by te Taura Whiri i te reo Māori, Māori Language Commission.

A selection of SWiS providers across the country were selected to peer review the questionnaires. This phase has been completed along with the back-translation.

There are a few more steps to be undertaken but you can expect to find the te reo versions of the SDQ on at <http://www.sdqinfo.com/> soon, and Oranga Tamariki will advise providers when these versions are live.

SDQ QUESTIONNAIRES AS PART OF B4 SCHOOL CHECKS

Before tamariki start primary school or kura, SDQ questionnaires are undertaken on them as part of the WellChild B4 School Checks (B4SC) programme.

These SDQ results may be available for access by SWiS social workers via the parents or with parents' permission or from schools or kura.

It may be useful to look at SDQ results from B4SC before tamariki start primary school/kura or are referred to a SWiS social worker. They can form part of reviewing interventions undertaken in the ECE or help inform SWiS intervention plans.

SDQ 'POSTCARDS'

Oranga Tamariki National Office has completed two postcard-sized guides to the SDQ, that can be used with parents and whānau and with teachers.



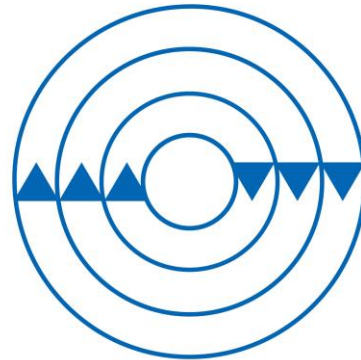
Both postcards are double-sided with English text on one side and te reo on the other. We have sent out these postcards directly to all SWiS providers.

We have had feedback - a Survey Monkey and a SWiS Working Group - that the postcards will help inform and engage with those who need to fill in the SDQ: parents and teachers. The postcards were tested by the Homebuilders (West Coast) SWiS Team.



Social Worker Experiences

SECTION 4



ERENA EPIHA DELIVERING SWIS TO KURA WITHIN TAURANGA MOANA (FAMILY WORKS NORTHERN)

Te Wharekura o Mauau
Te Matai Kura o Iwi o Tapuika
Te Kura Kaupapa o Te Kura Kokiri

Te Kura o Matapihi
Te Kura Kupapa Maori o Otepou
Te Kura o Te Moutere i Matakana

I te timatanga o te wahanga tua toru o te tau 2018 i timata ahau i tētahi mahi hou i te taha o ētahi kōtiro i roto i ngā kura kaupapa Māori o roto Tauranga Moana.

Ko tā mātou mahi ko te tunu Patu Morūruru (deodorant) mai ngā matū pararopi (organic matters). He pai ēnei momo mō tō mātou tinana. Ko te tumanako ka hoki mātou ki ēnei mea hei painga mō tō tātou tinana me te taiao hoki.



He pai ki ngā tamariki ki te mahi, he rawe ngā kōrerō hoki. I te wā ka mahi mātou ka puta ngā patai pēnei:

“No hea ēnei mahi”

“E hiahia ana mātou ki te ako ētahi atu mahi pēnei”

He ataahua ki te rongō i ēnei kōrerō, heoi anō he maha ngā mahi parakore mō mātou ki te ako. Nō reira ko tēra te tumanako, mahi i ēnei mahi pai mō te tinana, mō te wairua, mō to tātou taiao hoki.

Kia kaha tātou ki te tiaki ki te manaaki ia Pāpātuanuku me tō tātou taiao.

At the beginning of the 3rd quarter of the year 2018 I started a new workshop in which I am working with a number of girls within the kura kaupapa Māori in Tauranga.

Our task activity was to create deodorant from our natural resources of organic matter. There are many natural resources used to promote good physical health and wellbeing.

The aim is to learn and understand relationships that return to our natural environment methods of wellbeing and physical health.

The students thoroughly enjoyed the learning of making deodorant with resources from our natural environment, observing the development of collaborative relationships and the positive communication feedback utilizing our natural resources from students was inspiring to be around.

The growth and confidence in the students, developed individual desires to

further discuss and explore questions around:

- “Where does this work originate from?”
- “We would like to learn more through similar types of activities”

It’s beautiful to hear these words.

There are many natural health products we can use to role model, teach or create. The binding together of the physical, mental, whānau and spiritual well-being of our students with the universe exceeded our expectations.

Let us all be vigilante in caring for Mother Earth and our universe.

SOCIAL WORKERS IN SCHOOLS FROM NGĀPUHI IWI SOCIAL SERVICES

Ko ngā Social Workers in Schools, ngā kaimahi o Ngāpuhi Iwi Social Services i mahi te tira hanga hōtaka ki roto i te kaupapa Māori ki runga i te marae. Ko te kaupapa, kia huri ngā whakaaro o ngā tamariki ki “Me Whakaaro Rangatira” (Think like a leader). Ko te tino tūmanako o ngā kaimahi, hei pūpuri, hei whakatupu, me whakawhānuitia ngā mahi kia whakakahangia te āhua o ngā tamariki, kia ako te āhuatanga o Whanaungatanga, (Relationships), Manawaroa (Resilience), Whakarangatira (Respect), Takohanga, (Responsibility). Ko ngā tamariki ngā rangatira mō apōpō. Ka timata te kaupapa i te pōwhiri ki nga tamariki, ngā tuakana, ngā mātua, me ngā kaimahi mō te wānanga ka tū mō ngā rā e toru.

Ko rātou te tikanga mō te haerenga o te wānanga, e tautoko ana ngā SWiS me ngā tuākana. He tino kaupapa ki te hono ngā tamariki ki tā rātou Māoritanga;



whakapapa; whakamōhio rātou i a rātou wāhi tapu; hitori me a rātou tikanga Māori. I te mutunga o te wānanga, e tika ana kia whakawātea rātou ki mua i a rātou hokinga ki o rātou kainga, nā ka kite te nuinga o ngā Matauranga, ngā akoranga i puawai i roto i ngā tamariki.

I muri te wānanga, ka hoki ngā tamariki ki tā rātou kura ki roto ia takiwa, kia haere tōnu rā ngā mahi i ako ai a rātou. Na rātou i kowhiti ngā āhua pai, ngā mahi a ringa, ngā kupu kōrero, e whakarangatira ana rātou ki a rātou; whakahoahoa tētahi ki tētahi, nā, ka whakakahangia te manawaroa kia tū tika ai te tangata.

Ko ngā arotakenga o te wānanga, ka tukuna e ngā kaiwhakauru a rātou kōrero papai e pā ana ki a rātou hinengaro, a rātou whakaaropai ki te kaupapa, a rātou whakaaro ki ngā mahi o ngā kaiwhakahaere o te wānanga ka puta he hua nui kei roto i te I te taha mākohakoha, whakahoahoa, e noho pumau ana te oranga ki roto o ia kaiwhakauru.

Social Workers in Schools from Ngāpuhi Iwi Social Services delivers a kaupapa Māori initiative to harness, build, grow and improve the leadership skills of SWiS clients. This is delivered on marae beginning with a pōwhiri for participants and whānau, followed by three days of activities that align with the kaupapa of a) relationships b) resilience c) responsibility and d) respect.

Participants are responsible for the “running” of the marae over the three days (supported by SWiS and senior student mentors). An emphasis of this initiative is to connect participants with their culture: whakapapa; places of significance; history; and traditions. At the end of the marae stay, the whakawatea

acknowledges the growth and progress participants have achieved.

Post-intervention, participants return to their school community and implement what they have learned; taking responsibility for their choices, actions, words and deeds; encouraging others to make better choices; being respectful of themselves and others; improving peer relationships and greater capacity/ability to recover from events or situations that would have previously knocked them down.

Evaluation of this initiative provides evidence that what is being done, and how it's delivered is making sustainable and lasting improvements to wellbeing, skills and knowledge of all participants.

A NEW SWIS SOCIAL WORKER

I am fairly new and still spend the bulk of my time meeting with parents in their homes and/or out in the community gathering their stories, goals, needs, and asking for input into their children's intervention for what I do at school and for what they can be doing at home...

...with the children, I have used a few 'get-to-know-you' activities –

- **“All About Me”** sheet – to colour in and ask for more information as they fill out different sections.
- An initial assessment tool where the new young person I am meeting with draws three different houses – **the House of Wishes, the House of Good Things and the House of Worries....** I found this [tool] was very helpful for this particular relationship development, mostly because the child I did this with was very able to



articulate their worries and recognize the many blessings in their life.

- *The Houses Activity led to a bit of the beginnings of **Drawing Therapy**...using the crayons to identify the colours of the “feelings that hurt/circle as fears” and shading them out; then using a different colour to identify “safety and acceptance” to colour around the other feelings to let them know these feelings are okay and welcome in our sessions.*
- *Developing a “needs identification tool” by talking about what needs are, and, discussing examples of when one may have to ask to have their needs met – into an **interactive display** (on fish) to use at home (based on this child’s interest). A bit of role playing, brainstorming and body sensation awareness.*
- **Conversation Starter Cards** – *the kids seem to really enjoy choosing a card, at random, so I can ask them a question or they can ask me one.*
- *Looking at working with a few children doing breathe work for anxiety, and/or possibly recommending a few **breathing/yoga exercises** for at home; as well as doing some of the existing group activities found in our in-house resources and on Therapist Aid on-line.*
- *Creating a group for anger management – starting with the “**Volcano in my Tummy**” CD, workbook, etc.*

ALĀFUA O LE SOIFUA MALOLOINA

A SWiS case study (in Samoan – English summary at end)

Makarita Tominiko, SWIS - Papatoetoe North School

Na faavaeina lenei alafua o le soifua maloloina, e avea o se laasaga muamua e galulue ai le social worker I totonu o aoga ma tamaiti ua aafia i le itaita gofie i totonu o le aoga. O le faatalatalanoaga muamua lea o le a mafai ai ona ausia se isi fesoasoani pe a le foia le faafitauli i lona laasaga muamua.

O le faaogaina o le alafua, e tuu avanoa ai i le tamaititi aoga e faailoa mai ai le maualuga o lona ita e aunoa ma nisi tagata e faamasinoina o ona lagona, ma talanoa ai i le mafuaaga o le faafitauli.

O lenei alafua, ua o gatusa ma le alagaupu faasamoa “E fōfō e le alamea le alamea” O le fōfō o le faafitauli o loo i le tamaititi lava ua aafia. O le a faamalosiau foi i le tamaititi e mafaufau i le pogai ma se auala e foia ai lona faafitauli o le itaita gofie, e auala lea i lona nofo filemu mo ni nai minute e aunoa ma se tala poo sana gaiogia e faia.

E masani ona ou faanoi i le tamaititi e tuu mai sina avanoa sei faauma sau galuega o fai e ui e leai sau galuega o faia I lea taimi, ae o le auala lea e tuu i le tamaititi e mafaufau ai I le mafuaaga ua oso ai lona ita, ae faapefea ona toe foia lona faafitauli.

O le fua o le soifua maloloina e amata mai i lalo i le “0” e iloa ai ua e ita tele agai atu i luga I le numera “10” ina ua toe maua e le tamaiti le toafilemu o lona mafaufau. Ua faaogaina lanu o moli taavaleafi i le auala



tele e avea ma faataitaiga o le lagona o le tamaititi. O i foi ua tuu avanoa ai i le tamaititi e faaleo mai ai ona lagona ao nofo filemu mo ni nai minute.

O se molimau o se tasi tamaititi, "O lou saogalemu, e afua mai i lou Filemu" O lenei tautinoga e taua tele ona o le lagona o le tamaititi ua see ese mai i le matua ita tele ae siitia atu i le filemu ma le saogalemu. O le avanoa foi lea ua mafai ai e tamaiti sa aafia ona faatoese le isi i le tasi, ma faatauaina le faaaloalo ma le alofa i isi tagata.

Ao lei tuua e le tamaititi lou ofisa, e ao ona toe faailoa mai i le faailogaina o le alafua o le soifua maloloina poo ua siitia lona tulaga ita sa iai ae agai atu i le tulaga filemu.

E ao foi ona ou faailoa i tamaiti, o le a le avea a latou filifiliga ma faaiuga sese e avea ai i latou ma ni tamaiti leaga.

O le nei faaupuga e faamalosiau ai i tamaiti i le taimi o le a tuua ai lou ofisa ma e vaaia ai lo latou fiafia ma le filemu nai lo le taimi na faatoa ulufale mai ai i lou ofisa.

E masani ona oo nei faalogona ita i tamaiti i taimi o a latou tauvaga tau taaloga, i le tausinio mo le manumalo. O le taimi tonu lea e masani ona faaogaina ai le alafua o le soifua maloloina, mo se fesoasoani puupuu mo le filemu o le tamaititi.

Ua ou mautinoa le aoga o lenei metotia, ona o loo faaogaina lava e tamaiti ma talai atu ia latou uo e fiafia e o mai, ona e laveaina mai ai i latou i le faatuputeleina o se faafitauli, ae maise le aoga o le vaipanoa filemu ia i latou.

English language summary

The Crown of Thorns Starfish heals itself

It has been said among Samoan traditional fishermen that when stung by the spines of the alamea (crown-of-thorns starfish), you should turn the starfish over and have its spongy-like feet touch the area where you have been stung. The alamea will heal its own doing.

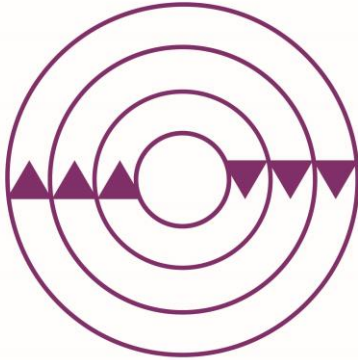
Supporting children to manage strong emotions is a challenge many SWiS face on a day to day basis. Makarita Tominiko, a SWiS social worker based at Papatoetoe North School in Auckland uses indigenous knowledge as a basis for short, sharp but effective intervention to help young children reflect on their own angry thoughts, feelings, behaviours and move quickly towards growth and forgiveness.

Makarita believes that guided reflection is a powerful way of supporting children to discover their own solutions to conflict – reinforcing that even young children are capable of finding simple yet meaningful ways to 'heal' damaged relationships, a skill they can draw on throughout the rest of their lives.



Updates

SECTION
5



ORANGA TAMARIKI NATIONAL OFFICE NEWS

Michele Olds has joined us on 7 August to complete the SWiS team at Oranga Tamariki National Office. She brings to the team considerable provider experience as a SWiS Practice Lead and Service Manager.

SWiS REFRESH PROJECTS

There are a number of projects underway to: edit the SWiS Toolkit, translate SDQ forms into te reo; refresh collateral; review the Partnering Agreement and improve reporting processes.

This mahi has been informed by considerable input from SWiS providers such as through Working Groups and reviewing from other parts of Oranga Tamariki (including Service Design, Communications and Partnering for Outcomes).

When all these workstreams are completed, we will advise providers of how to access this complete set of updated and streamlined SWiS resources, tools and processes later in 2018.

A NEW VISUAL IDENTITY FOR TE HUNGA TAUWHIRO I TE KURA / SOCIAL WORKERS IN SCHOOLS (SWiS) SERVICE

Providers and SWiS social workers that read this newsletter will notice the design elements, which are a refreshed version of the SWiS visual identity.

The circles represent:

- the child or tamariki in the middle
- family or whānau in the second ring
- kura or school
- hāpori whānui or community in the fourth and outermost ring.

We respect and honour our shared history from 20 years of SWiS service (in 2019). The former SWiS logo – of two overlapping paua shells – had shapes and colours that we have partially brought into this new design, reinforcing Tangaroa/ocean imagery.

The circles also bring to mind the ripples of a stone tossed into a pool which tells of the fluid mahi of SWiS social workers.

The binding device is the 'Niho Taniwha' pattern

This pattern 'weaves' all the rings together. The mahi of the SWiS social worker is embedded inside this pattern as it moves through and between all four concentric circles at different angles.

Niho (teeth) represent strength, determination and resilience, which is



nourished by 'feeding' on knowledge. In the art world the triangle shape is often used to depict the female element (the womb, nurture, parental responsibility, care, safety). The apex points of the triangular niho shape represents aspiration, which is enhanced through the skill of social work practice.

Taniwha (spirit) represents chiefs or guardians, whom may appear as signs and messages of care and wellbeing.

WHAKATAUKI

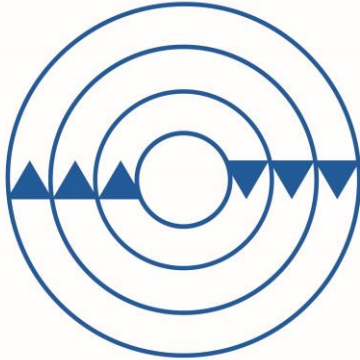
"Metaphors and deep wisdoms from within Te Ao Māori and from across our whenua and moana serve to inspire us, identify us and draw us together. They invoke and enable us, as voyagers and explorers from across the four tides of Aotearoa New Zealand, to bring our gifts, strengths and commitments together..."

Source: T. Moate, He kōrero [foreword],
Mātauranga 'he kohinga kōrero'
(McGuinness Institute, Wellington,
January 2018)

Ko te piko o te Māhuri, tērā te tipu o te rākau - The way in which you nurture the sapling, determines how it will grow



Annex

SECTION
6

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ): FAQ

WHAT IS THE SDQ USED FOR?

Evaluating outcomes and change: The SDQ is an appropriate measurement tool for SWiS, YWiSS and MASSiSS as it is internationally validated and can be used to track levels of change (and hence success of an intervention).

Screening: The SDQ helps identify areas in which the child or young person may need assistance. This helps us to get the best outcomes.

WHAT USE WILL ORANGA TAMARIKI WILL MAKE OF ALL THIS 'DATA' THAT YOU ARE GOING TO BE REPORTING ON?

Oranga Tamariki is collecting this data as an assessment of the SWiS service. Currently we do not have a quantitative methodology for assessing the effectiveness of the service. Ultimately, we want to get more investment into the service so we can recruit more social

workers. We need robust evidence to support bids to Treasury and the government for further investment in the service.

The SDQ data will not sit in isolation; it will be used in conjunction with qualitative evidence and backed up by the findings from various evaluations completed over the years.

AT WHAT STAGE IS THE SDQ IMPLEMENTED IN THE SWIS PROCESS?

The SDQ should be undertaken at the start of a students' journey on the programme and then re-tested at their exit point from the service to measure change in the areas asked about it.

- It is recommended to do the pre SDQ during the Strengths and Needs assessment (see toolkit for more info on this) However, it is up to the provider when the pre SDQ is done. Some have decided to implement it on referral, others when they are gaining the consent of parents, and others still when they are developing the intervention plans for the child.
- The SDQ post is used to help inform case closure. It will be difficult to get parents to fill out the form after case closure as their child is no longer receiving the service.

WHO FILLS OUT THE SDQ?

The SDQ consists of three questionnaires that are filled out: one by a parent, one by the teacher and one by the student (dependent on age). Please note that the parent and teacher are both required to fill out the SDQ.

DO WE DO A MID-POINT ASSESSMENT?

As mentioned above the SDQ assessment is required at the pre and post phase of



the intervention. A mid-point is not required but if you have a long intervention then you may want to do another assessment at the mid-point of the intervention.

WHAT ABOUT GROUP PROGRAMMES?

There is no requirement to use the SDQ for children only on group programmes as the SDQ will only show change for interventions of length, six weeks or longer, so the focus of its use is on individual case work.

WHAT IF A CHILD/YOUNG PERSON DOES NOT HAVE THE SDQ ASSESSMENT DONE?

There will be some instances where the SDQ is not appropriate. If the SDQ is not used the reason why must be provided in the case notes.

SEPARATE REPORTING TEMPLATES FOR SWIS, YWISS, AND MASSISS

If your organisation delivers both SWiS and YWiSS/MASSiSS or delivers all three please use separate reporting templates for each service.

WHAT IS THE REPORTING PROCESS?

When you have completed filling out your SDQ Excel reporting template send it to your Partnering for Outcomes Advisor, with the names of clients and social workers removed. (Please include the name of your organisation and the name of service when naming the reporting template i.e. Barnardos Lower Hutt - SWiS SDQ reporting template.xlsx)

These Excel reporting templates will be processed/calculated at National Office

This will then be returned to you by your Partnering for Outcomes Advisor to discuss as part of your feedback process.

HOW ARE THE OUTCOME MEASURES IN THE PROVIDER RETURN CALCULATED?

The following is a rundown of the measures and their calculations, note that all results will be calculated at National Office and relayed back to you by your Partnering for Outcomes Advisor.

The following are the four measures:

- Percentage increase in pro-social skills - teacher
- Percentage increase in pro-social skills - parent/caregiver
- Percentage decrease in total difficulties - teacher
- Percentage decrease in total difficulties - parent/caregiver

We are measuring the percentage of children who have a decrease in total difficulties and an increase in pro-social skills, captured from the perspective of the parent and teacher. Please note that the first year of SDQ reporting will be used to establish a baseline in evidence.

WHAT ABOUT THE PERCENTAGE IMPROVEMENT IN SDQ (SCHOOL IMPACT) SCORE FROM PRE-INTERVENTION OUTCOME MEASURE IN THE PROVIDER RETURN?

The percentage improvement in SDQ (School Impact) score from pre-intervention measure is not required but may be used in the future.



SDQ WAS DEVELOPED IN THE UNITED KINGDOM BY A UK PSYCHIATRIST. HOW CULTURALLY RESPONSIVE/APPROPRIATE IS SUCH A TOOL HERE?

We understand the issue with cultural responsiveness and we are currently in the process of getting the questionnaires translated into te reo Māori.

This will not be a complete fix for this issue as a word for word translation loses some nuance/meaning of the language, however, the translation has been requested by a number of organisations and if it can help in a number of situations we believe it is worth pursuing.

WHEN IS SDQ MANDATORY?

From 1 July 2018 SDQ reporting is now mandatory for SWiS, YWiSS and MASSiSS. The SDQ reporting will be 6 monthly, with the first official reporting date being 5 December 2018.

USEFUL WEB ADDRESSES

- Social worker login and score SDQ questionnaires
<http://sdqscore.org/Amber>
- To access SDQ questionnaires and further information
<http://www.sdqinfo.com/>
- For administrator login
<http://admin.sdqscore.org/login>

