



NAME AND ADDRESS OF INSTITUTION:

INSTITUTION'S LEADER:

NAME OF INSTRUCTOR:

START DATE:

Secure Base Model Scorecard Instructor's version

A TOOL FOR ASSESSING QUALITY IN CARE PRACTICES BEFORE AND AFTER COMPLETING THE FAIR START
STAFF TRAINING PROGRAM

THIS SCORECARD GIVES YOU AN IDEA ABOUT:

THE QUALITY OF DAILY PROFESSIONAL CHILD CARE PRACTICES IN YOUR INSTITUTION

THE SCORECARD:

- IDENTIFIES THE QUALITY OF CARE FOR CHILDREN
- HELPS YOU *IDENTIFY MAJOR GOALS* FOR THE TRAINING PROGRAM
- GIVES IDEAS AND SUGGESTIONS *FOR WHAT STYLE IN YOUR INSTRUCTOR FUNCTION WILL SUPPORT THE TRAINING PROGRAM EFFICIENTLY*



The SBM scorecard: Assessing daily care practices

The Purpose of this Scorecard

The purpose of this scorecard is to assist you as instructor in producing an overall idea about the quality of child care in the institutions where you work.

Your results from the scorecard can help you identify work points for improvement: How can you qualify the way you and your staff care for children every day? What should you focus on with staff in order to develop professional theory and practices?

While the FAIRstart training is running you can focus on the work points you have identified as being important in the Scorecard.

When the training has been completed, please score the card again to see what has changed in your evaluations.

Resources and areas of development in child care

From the following questions you can make a scorecard for your institution concerning:

- *The degree of physical stimulation provided - especially for babies and toddlers* . If babies and toddlers are not much physically stimulated every day (like a mother will do it) – they will grow less, more often become sick and have digestion problems (even though they have good food).
- *The degree of secure caregiver style*. Caregivers should often interact with children, talk to and play with children, they should not scold them or become angry with them, they should comfort them when they are excited or scared.
- *The degree of continuity in social relations between child and staff*. To learn how to be social later in life and feel secure, children need a few stable caregivers for a long time, who act like parents for them. If they change caregivers often, they will become insecure and not be thriving.
- *The degree of continuity in social relations between children*. Children need to belong to a group and learn to have good relations with other children. This will teach them how to be responsible group members when they grow up.
- *The degree of family-like group organization*. Caregivers should act like parents, and children should learn to feel that other children in the institution are like their sisters and brothers.
- *The degree of support for forming a positive social identity in children*. Children in institutions should learn to feel valued and proud of who they are. They will meet a lot of prejudice when they grow up because they have no family, and they must feel that the institution staff and other children are their family.



Scoring the following statements will give you a general idea about the quality of work and resources you have and you can also use it for planning what to emphasize concerning the sessions of the FAIRstart training program. The themes you estimate in the scorecard are also themes that are items in some of the training sessions. You should score from your own direct observations in the institution, not from what people say they do.

The institution's leader should fill in a similar scorecard concerning the institution's readiness for conducting the FAIRstart program. It is a good idea to help him or her to do that – you can for example help the leader by interviewing him/her about the questions and filling in the card that way.

When you have answers for both scorecards, please discuss with the leader what improvements you can focus on together while working with the sessions. Please video tape this discussion for use after the completion of FAIRstart training.

Roles and responsibilities while the training is running

The leader's area of responsibility is to set up a practical framework for training and practical work between sessions and to promote cooperation between staffs and staffs/instructor.

As instructor, your responsibility will be conducting the training sessions, preparing the sessions and supporting the use of new practices between sessions (or help the leader follow up work between sessions if you think the leader can do this).

In session 13 you and the leader will use the scorecards you make now to assess with staffs: what has improved in your care giving competences during the training and your practice development?

On the next page, you have the scorecard questions. Please answer them from your own direct observations, and make short video takes (30-60 seconds) of the practices you score. You can use a video camera or the video in your mobile.

Store the video takes in a file on your laptop. When the training is completed in an orphanage, you can make takes of the same situations.

When the training is finished, you can show the original takes at the institution and then the new ones to discuss what has been improved:

“Look, this is how you used to care for the children and this is how you do it now – what is better now than it used to be, and how can we acknowledge what we have achieved as professionals?”

The video takes made by instructors can be used as training materials in the online FAIRstart training program. They can be examples of good care practices.



The instructor's scorecard

When you make your choices, don't try to give the "correct" answers. Think about the answer, or go out and observe what happens as you score.

Give each statement a score from 0 – 6.

- 0 means "Never", "None"
1 means "Very rarely", "Very few"
2 means "Rarely", "Few"
3 means "Sometimes", "Most people", "Maybe"
4 means "Most of the time", "The majority", "Probably"
6 means "Always", "All", "Absolutely yes"
X means "I don't have that information"

Background information:

the age and general state of children at the time of admission to the institution

How many full time staff jobs are there, for how many children? _____

How many staffs have part time jobs or work as staff substitutes? _____

How many children are there in the institution? _____

How many children were admitted when they were younger than 2 years old? _____

How many children were admitted when they were 3 -11 years old? _____

How many children were 12 years or older when admitted? _____

The following 3 questions should not be rated, they are just to get an idea about how severe problems the children have acquired before they came to your institution. This can help you plan later how you work.

Many of our children have been exposed to severe physical neglect, violence or maltreatment prior to admission. How many do you think? _____



Many of our children are small for age, have low body weight and/or small head circumference compared to their age when admitted. How many? _____

Many of our children – when admitted - tend to rock monotonously/ scratch themselves often/ bang their head against the wall/ cry or make sounds in a monotonous way without trying to get contact or care. How many? _____

Stimulation practices, care giving practices and social relations management

1. Children 0-2 years only use their beds for sleep at night except for short naps. They are in bed as much as children in average families outside the institution.

Score: _____ points

2. Babies sleep in cradles or hammocks or on a mattress. They can see what is going on around them from the place where they sleep.

Score: _____ points

3. Babies and toddlers are often carried around, or otherwise have frequent physical contact with caregivers during the day.

Score: _____ points

4. Babies and toddlers often receive massage or cuddling during the day.

Score: _____ points

5. Babies rest on the lap of a caregiver in breastfeeding position when being fed. Children do not have a bottle while being in their bed, they are taken up for being fed and the caregivers spend much time doing this.

Score: _____ points



6. When caregivers care for babies and toddlers, they often talk to the child while having contact; they express emotions clearly in the way they talk. They often try to get the child's attention and focus.

Score: _____ points

7. If a child cries or otherwise shows that it needs care, caregivers respond immediately and try to soothe or comfort the child.

Score: _____ points

8. Caregivers do not wear uniforms – they wear private looking different clothes, so that children can tell the difference between them.

Score: _____ points

9. Babies and toddlers are often active on the floor. The caregivers often sit on the floor and support child activity and encourage child exploration.

Score: _____ points

10. There are toys or other objects on the floor children can play and experiment with. They are encouraged and helped to do so.

Score: _____ points

11. There are many objects/ ornaments, drawings, decorations on the walls to stimulate the curiosity of children.

Score: _____ points

12. Caregivers often rock babies and toddlers or swing them in the air to make them laugh.

Score: _____ points

13. For older children there are opportunities for stimulating balance such as swings, hammocks, carrousel, ropes, etc. The children use them regularly and they are encouraged to do so.

Score: _____ points



14. You often hear babies giggle or children laugh during the day.

Score: _____ points

15. **Any child (especially babies) has:**

one or two caregivers who work with the child most of the daytime for long periods:

score 6 points, or:

Three or four caregivers in the daytime:

score 4 points, or:

More than four caregivers in the daytime; or only the same caregivers for short periods (less than two months):

score 0 point

Score 6 or 4 or 0 points in question 15?

Score: _____ points

16. Personal relations between caregivers and children are valued and encouraged.

Score: _____ points

17. Any child has one caregiver appointed who knows it best and is most responsible for it.

Score: _____ points

18. Caregivers encourage and support long term relations between children, such as friendships and activities that support relations between children.

Score: _____ points

19. Children belong to the same group for the duration of their stay in the institution (except for young babies and teenagers).

Score: _____ points

20. Children's rooms have individual names and ornaments (not: "unit A, department C"). The children participate in giving their rooms individual characteristics (names, decorations, colours, etc.).

Score: _____ points



21. Caregivers act in a sensitive way towards children. They adjust their behaviour and ways to make children obey to the emotional state of the child.

Score: _____ points

22. Caregivers are in general accessible to children: If the child signals for help, protection or comfort, caregivers respond rather quickly.

Score: _____ points

23. Caregivers remain kind and calm even if children become angry, hysterical, sad or stressed. They do not feel like the child. If children are in conflict caregivers can be firm, but remain calm and kind.

Score: _____ points

24. Caregivers often talk with children about how the children think or feel, and how they think others may think or feel.

Score: _____ points

25. Children have chores and rules for conduct which give them a sense of having a social function and that their contributions are appreciated by caregivers.

Score: _____ points

26. Babies and children are sometimes outside the institution; they know the local environment and have contact with local people outside the institution.

Score: _____ points

27. A child can invite someone it knows from outside the institution to visit in the institution. Some children do this regularly.

Score: _____ points

28. Children participate in activities outside the institution.

Score: _____ points



When you have scored all questions, simply add the numbers for each question and divide by the number of questions asked.

Total score - please sum up the number of points for each question:

- 1: _____ points
- 2: _____ points
- 3: _____ points
- 4: _____ points
- 5: _____ points
- 6: _____ points
- 7: _____ points
- 8: _____ points
- 9: _____ points
- 10: _____ points
- 11: _____ points
- 12: _____ points
- 13: _____ points
- 14: _____ points
- 15: _____ points
- 16: _____ points
- 17: _____ points
- 18: _____ points
- 19: _____ points
- 20: _____ points
- 21: _____ points



22: _____ points

23. _____ points

24: _____ points

25: _____ points

26: _____ points

27: _____ points

28: _____ points

Total score: _____ points

Then divide the sum by 28 :

Average score: _____ points

Please remember: If you answered "x" to any questions, please divide the sum by one less!

For example if you had no answer for *two* questions, you should only divide the total points by 26 and not by 28.



Assessment of your scorecard results

If the average score is 5 or higher:

You have a very good basis for starting the FAIRstart training and you will probably be able to fulfil the program and add new professional practices to your work. People are motivated for learning; you have many practices that promote child development.

Your instructor function should be to provide colleagues with the program and have many dialogues about how the FAIRstart training is going.

The program will add further to the good professional standards in your institution and give you new perspectives for theory and practice.

If the total score is between 3 and 4,9 :

You have a suitable basis for starting the program. However, you should identify the practices that need attention, and work to improve them with staff.

You should make checkpoints during work with the program, especially concerning the performance of practical tasks between sessions in the program. You should give feedback concerning role and task performance to make sure that everybody knows what is expected of them.

You should do this especially in the first period until staff has found an educational and practical routine for sessions and practical tasks. If some practices are difficult to change, you should not go on to the next session before you have succeeded together in this development.

The program will provide an opportunity to exercise the professional attitude and practices in your institution, and to start new and interesting practices.

If the total score is between 0 – 2,9 :

You face a difficult task and the instructor must be very determined to improve the care giving practices through the training.

We recommend that you conduct sessions in close contact with your leader. Set longer time limits for implementing the program and don't be afraid to repeat a session until your goals are accomplished.

Your style of instruction should be to be very supportive, clear and practical about what you want staff to do, who is responsible for what, and for setting clear time limits. Be patient and insisting on long term development.



You should have your leader present at the first sessions and follow up the practical work between sessions. The leader should make it clear that the instructor is not responsible for development; the whole staff group must support the instructor. You should understand that your role as instructor can only succeed with support from leader and staffs, and that you are only responsible for presenting at sessions and encourage practical work between sessions.

You should allow staffs to learn theory by heart and make sure to use the checkpoint questions for having understood theory. You may choose to repeat or split up some sessions or practical tasks in order to make sure that people understand theory or perform well enough in practical tasks. You should give a lot of positive feedback whenever staffs succeed in what they are doing, and you should be very clear about what the program expects from them.

Using the program will create a basic professional attitude in your institution and lift the self-esteem and the professional pride of staffs. It will produce a clear improvement in the development of children in your care.

Identifying the instructor's focus during sessions

How to use the SBM scorecard result for planning:

Define three goals and their success criteria

Please think about your scores and make a list of 3 care giving improvement issues (perhaps the three lowest score questions), and write a plan for how you can work with them during sessions. *It is important that you yourself identify what are the three most important obstacles for a more professional quality in care, and how you will know if staff has reached the goals.* Remember, the scorecard is only a framework for your planning –it is nothing without your work.

Before you make your choice of the three most important goals, you should also take into consideration *not to pick items which are too difficult to change, but go for those where a change (even a small one) is in fact possible.* It may be demoralizing for yourself and the staff if you choose goals which are too hard to reach within a year or two, and it is important for all to experience success in your first steps of development.

When you have defined the goals, please write for each goal how you will be able to observe in the end that the goal has been completed or not.

While working, you can also contact the transFAIR Project Group via e-mail for suggestions with a short description of your institution, your three major goals and the problem you want support for.



1. My thoughts and reflections after filling in the scorecard were as follows:

For this reason, my first goal will be:

I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

Key persons who can help me in doing this or support my efforts will be:



2. My thoughts and reflections after filling in the scorecard were as follows:

For this reason, my second goal will be:

I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

Key persons who can help me in doing this or support my efforts will be:



3. My thoughts and reflections after filling in the scorecard were as follows:

For this reason, my third goal will be:

I will know that I resolved this problem or changed circumstances when I observe this being practiced/ happen:

Key persons who can help me in doing this or support my efforts will be:
