

Staff Programme Quality Survey (SPQS) - Questionnaire

Please reflect on the one-to-one (or other) sessions you've had with young people over the past *two* weeks. Think about how you *actually* interacted with young people during these sessions (as opposed to how you would have liked to have interacted or how you intend to interact with them in the future). The more accurate your responses are, the more valuable they will be to the *continuous quality improvement* process.

Before completing the survey, please use the following options to describe the types of sessions you conducted with young people over the past *two* weeks (and, also, please write-in the percent of time you engaged in each type of session):

- In-person, one-to-one _____%
- In-person, group _____%
- Phone (audio only), one-to-one _____%
- Online/virtual, one-to-one _____%
- Online/virtual, group _____%
- Other: _____ %

Please fill in the following blanks:

The number of sessions I have conducted with young people over the past two weeks is about _____ sessions.

The average time spent during each session was about _____ minutes per session
and ranged from _____ minutes (shortest session) to _____ minutes (longest session).

The average age of the young people in my sessions was about _____ years old
and ranged from age _____ (lowest age) to age _____ (highest age).

Please place a mark in each box that is next to each kind of session you conducted over the past two weeks (and use the "Other" lines to fill in anything not covered in the list provided):

- Mentoring or Coaching
- Casual check in
- Focused support (e.g. homework help, registration for services, job seeking)
- Arts
- Other: _____
- Other: _____

For each of the 14 main items on this staff survey, there is also box labelled “Supporting Evidence.” In each box, please provide a short anecdote of your practice to support your rating.

Please use the following response scale to indicate *how often*, over the past **two** weeks, you engaged in the behaviour described in each item:

1	2	3	4	5
Not in any session		In some sessions		In all sessions

Please keep in mind: It would be difficult to use every one of the following practices in any single session. It is likely that some of these practices will not have been used ever or used only very occasionally. Please score these very infrequently used practices as “not in any session” (i.e., “1”).

I. Safe Environment

Item Code	Item	Practice examples
1. (I.1.3.a)	Did you create a safe space for sharing thoughts, feelings, or work? <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Supporting Evidence:</div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	For example, you set aside time for the young person to share what’s on their mind, you allowed the young person to finish what they were saying without being interrupted, or you allowed the young person to share nothing if that’s what they chose.
2. (I.1.5)	Did you discuss, or tell young people about, guidelines for holding both of you accountable to ground rules or consequences? <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Supporting Evidence:</div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	For example, you reminded the young person about guidelines or noted that guidelines apply to you as well as to young people.
3. (I.1.6a)	Did you respond to biases expressed by young people (e.g., about religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation) by addressing them directly? [Place an “X” here: _____ if you witnessed no bias.]	For example, when someone used a racist term, you stopped the current process to discuss why such language is inappropriate.

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

4. Did you practice mutual respect and active inclusion?

(I.I.6b)

For example, did you always allow the young person to finish speaking, listen closely, and respond without judgement? Did you set expectations that both of you would contribute to the conversation during the session?

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

II. Supportive Environment

Item Code	Item	Practice examples
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5. Did you ask young people to name their emotions?

(II.I.2.a)

For example, "Can you put a name on the feelings you're having right now?"

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6. Did you ask young people to describe the causes of their emotions?

(II.I.4)

For example, "Why were you so angry?" "What happened that made you feel that way?"

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7. **Did you verbally attribute young people’s success to their effort or persistence?**
(II.III.3)

For Example, “Your brain is like a muscle, the more you exercise it, the better it works,” “Do you see how all that hard work you put in paid off?”

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

III. Interactive Environment

8. **Did you provide explicit opportunities for young people to affirm, appreciate, or show kindness to others (including yourself)?**
(III.III.3)

For example, you asked the young person to write notes to a peer who is ill; organise a collection for a food bank; or have them describe the strengths they appreciate in a teammate and how they help them build on their own strengths.

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9. **Did you provide young people opportunities to learn and practice collaboration skills?**
(III.new)

For example, you asked the young person to work with you on a new drill; offer their views on a different way to do something; had them try playing a different role than what they’re used to, while you played their usual role.

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

10. **Did you provide young people opportunities to listen, understand, and acknowledge the personal stories, experiences, feelings, culture, or viewpoints of others?**
(III.I.1)

For example, You asked the young person to ask someone they don’t know very well to tell them about their experiences of participating in sports. You asked the young person to ask one of their friends, “How do you think we should treat members or fans of another team when our team wins?” “What do you think are the pro’s and con’s are of playing sports?”

Supporting Evidence:				
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

IV. Engaging Environment

Item Code	Item	Practice examples
11. (IV.I.1)	<p>Did you ask young people to make connections between session activities and their previous knowledge?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Supporting Evidence: </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	<p>For example, “How can what you’ve learned about playing strong defence help the team’s goal-scoring problems?” or “Can you see how doing it this way might lead to a different result than doing it the ‘old way’?”</p>
12. (IV.I.5)	<p>Did you guide young people in discovering an answer to a problem or taking more initiative in learning?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Supporting Evidence: </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	<p>For example, you asked the young person “And what else do you notice?” “What can you do to increase your motivation to practice on your own?” or “What information do you think you need before you start?”</p>
13. (IV.III.1)	<p>Did you provide opportunities for young people to set goals or make plans?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Supporting Evidence: </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	<p>For example, you allowed the young person to decide the level of performance they should achieve after X weeks of practice, to decide the steps they should take to achieve a given type of performance or reach a specific goal, or discuss alternative plans for reaching a specific goal or doing a particular task.</p>
14. (IV.III.3)	<p>Did you ask young people to monitor progress toward goals that they set for themselves?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Supporting Evidence: </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 </div>	<p>For example, you asked the young person to keep a written record of how often they practiced something during the past week, how close they are to achieving their goal, or what other steps they may have taken to further their goal progress (e.g., reading, discussing, or cross-training).</p>