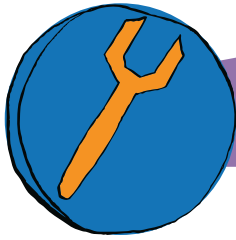


# KEEP ME IN THE LOOP



## TOOL 5H-L: ON TARGET

### LINKED TO:

- These scales can be used when measuring things that are going on in a child's life (ie how worried a child is, how much support they feel they're receiving, how far they've still got to go in solving a solution etc)
- 1.5, 2.11, 3.2, 3.3, 3.5, 4.12, 5.2, 5.11, & 6.9



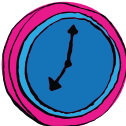
### WHY?

- Scaling can help children and families articulate their feelings, track their progress and plan for the future.
- It can help you understand how far a child or family has come and give you some ideas as to where else you might go



### WHO WITH?

- Children of all ages and families



### TIME?

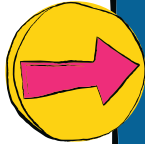
- 5mins – 30mins



### YOU'LL NEED?

- Copies of the templates

# KEEP ME IN THE LOOP



## WHAT TO DO:

The scales can be used in a whole range of different ways – be creative and play with them to help elicit stories.

- Ask the child to pick one of the six scales.

To get feedback on the depth of a feeling or issue

- Begin by asking the child to explain what they think is going on in the picture (the child is drinking a milkshake, hitting a ball, going on a journey)
- Explore the metaphor: “have you seen one of these strength machines before? You have to hit the button down here at the bottom with the hammer and the machine tells you how hard you hit it by bouncing up the scale.”
- “You just told me that you did pretty well in your maths quiz. If the bottom of the machine is ‘I feel pretty lousy’ and the top is ‘I feel on top of the world’ how happy are you feeling right now? Maybe draw a line for me and colour it in.”
- Explore: “what happens when you feel like this? What can you do? How do you feel? How can people tell how you’re feeling”.
- Explore: “when you’re not feeling as happy, like when you’re down here (point to a lower point on the scale) what happens? How can people tell you’re not happy?”
- Consider: “what are some things that we can do to help when you’re feeling low?”

To understand a child’s story:

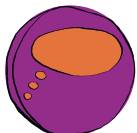
- Begin by asking the child to explain what they think is going on in the picture (the child is drinking a milkshake, hitting a ball, going on a journey)
- Present the metaphor inherent in the scale: “this girl seems to be going on a long journey, all the way to the top of the mountain. What do you think she might find there?”
- Link the metaphor with the issue that you are to explore “It seems as though you’ve been on a long journey too: from the time you first moved out of your house in Sydney until now”
- Explore the beginning and the end of the scale “what are you hoping might be at the end of your journey? What will be happening for you? What will you have finished?”
- Begin to ask scaling questions: “if where the girl is standing is the start of your journey, where do you think you are now? How about you draw yourself there, or maybe a seat where you can stop and take a break”
- Consider steps / legs of the journey “how far left have you got to go? Are there other points you can stop and rest? Are there things that we can do to help?”

# KEEP ME IN THE LOOP



## SOMETHING DIFFERENT?

- Use other metaphors that are things that interest the child or family that you're working with "how much petrol is in your tank?", "if you were a bird, how high are you flying right now", "if you were still running that race at your sports carnival: how far left might you have to go?"



- St Luke's has a Scaling Kit with other simple scales that you might use

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## TO THINK ABOUT:

- Scales can be used either as a once-off activity but also as a way of tracking progress. Keep photocopies of the scales for future reference: how much further along the track are you right now? You hit the ball  $\frac{1}{2}$  way out of the park last time, how far can you hit it now?



## HAZARD ZONES:

- Make sure that you are clear on what you're trying to scale, particularly with younger children who might not always grasp your use of metaphor.
- These scales are best used to identify and quantify strengths – avoid using them in a way that focuses solely on deficits or highlights problems. If these arise, instil a sense of hope in the child or family and give them opportunities to consider possibilities.



