



Quality Assurance Framework for Out-of-Home-Care NSW

General Use

Child and Young Person Questionnaire

1. Safety and Permanency Questions
2. Multicultural Questions
3. Aboriginal Cultural Connections Questions

Chapter 3

QAF User Guide

June 2021 Edition

Introduction

It is important that we hear the voice of the child or young person in relation to how they are going in the areas of safety and permanency and cultural and spiritual identity. The questionnaire is made up of three components which are tailored to the child or young person age and/or cultural background. This questionnaire is for children and young people in OOHC who are 7 to 17 years old to complete every 6 months. This User Guide has three distinct sections:

- | | |
|--|----------------|
| 1. Safety and Permanency Questions | 7 to 17 years |
| 2. Multicultural Questions | 12 to 17 years |
| 3. Aboriginal Cultural Connections Questions | 9 to 17 years |

The first completion of the questionnaire occurs within 4-6 weeks following a child or young person's entry to OOHC, Parental Responsibility to the Minister (PRM) or following a placement change.

The questionnaire is accessed via Viewpoint, a child or young person friendly online platform with graphics and games to play at the completion of the questionnaire.

The Aboriginal Cultural Connections Questionnaire (ACCQ) is an Australian first, as no other questionnaire exists for Aboriginal children and young people who are in OOHC in NSW or Australia. The questions are culturally appropriate and have been developed by Burrun Dalai an Aboriginal OOHC agency in NSW and have been tested and trialled over a period of two years with various Aboriginal children, young people and caseworker practitioners. Extensive consultation has been undertaken and many hours of heart felt discussions around the meaning of culture and how this could be measured have occurred to develop the questionnaire.

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Why are we asking children questions?

Research tells us that children and young people are more comfortable to express their views and talk honestly about their feelings when using a tool like Viewpoint. Enabling a child or young person in OOHC to feel safe to honestly express their views means we can make sure our case planning meets their needs.

Why are we asking about safety and permanency?

Some questions may seem confronting to adults but for young people issues with suicide and self-harm are a part of everyday life, either for themselves or their peer group. It is important to start conversations with young people in a timely manner and in a non-threatening way.

Safety and Permanency Questions

The safety and permanency questions are an opportunity for you to hear how a child or young person feels about where they live and if they feel safe. Questions are age dependant and automatically selected for each age group and expanded on where appropriate. Topics are:

Safety & Permanency	7-17 year olds
Drinking Alcohol	12 -17 year olds
Drugs	12 -17 year olds
Self-Harm	14 -17 year olds.

Why are we asking children about their cultural and spiritual identity?

A sense of cultural and spiritual identity is vitally important for the health and wellbeing of a child or young person in OOHC, particularly Aboriginal and Torres Strait Islander children and young people from a Multicultural background.

Culture is our way of life. Culture is important for many reasons and underpins who we are in terms of values, belief, customs, tradition and language. With this comes a sense of belonging and self-esteem and connection that carries us through life.

We are asking a child or young person about their culture to help us understand what cultural support we need to provide them.

Conversation with the child or young person

Following the completion of a questionnaire it is important for caseworkers to talk with the child or young person about their responses: to check that they are 'safe and settled'; identify what is working well; identify and discuss issues that need to be addressed in ongoing casework and case planning.

Young people's participation in decision making is important for their development. It helps them feel connected to and committed to decisions that enhance their self-esteem and sense of control.

No internet connectivity

If you are unable to access the internet while visiting the child or young person, a paper-based version of the full Child and Young Person Questionnaire (appropriate age group and age appropriate questions) are available.

- Child and Young Person Questionnaire 7 to 8 years
- Child and Young Person Questionnaire 9 to 11 years
- Child and Young Person Questionnaire 12 to 13 years
- Child and Young Person Questionnaire 14 to 17 years.

Responses from the paper-based version **will need to be entered into Viewpoint** on your return to the office to obtain printed results and/or attach to the child or young person's file so you compare response to future responses.

The paper based version is only used when experiencing connectivity issues.

Caseworker Check List – for completing Questionnaires

Administering Activities		
		Notes
Before home visit	1. Ascertain the age of the child and Questionnaires to be completed <ul style="list-style-type: none"> Child and Young Person Questionnaires- aged between 7 and 17 years old Carer Strengths and Difficulties Questionnaire - 2-4 years non-school participation, 4-10 primary school attendees or 11-17 high school and/or alternate education 	
	2. Prepare your device laptop, tablet to take with you. Review fact sheets. Ensure your device, has internet access, is charged and you have log in details.	
	3. Test web access www.vptol.com.au/qaf before the visit and take with you on the home visit. Review the Viewpoint Trouble Shooting p.26.	
During home visit	4. Explain key elements of the Questionnaire and its purpose to carers and children/young people. Provide them with the fact sheets or further information as required.	
	5. Explain the use of the questionnaire and how the results will be used to inform case planning.	
	6. Establish whether the child or young person or carer requires support and if they would like you in the room. Some children may need you to define words in the questionnaire. Do not advise on possible answers.	
	7. Child or young person/carers completes the questions on the device.	
	8. Review the results check for safety , self-harm/suicide for immediate action	
	9. Store the Report according to agency protocol.	
After home visit	10. Review results from the Questionnaires or refer to the relevant User Guide for more information.	
	11. Review with your leader, or psychologist where needed	
	12. Use all of this information to inform case plan and actions needed.	
	13. Discuss information with the carer, child or young person and other relevant agencies.	

SAFETY and PERMANENCY - Key points	
Who completes the Questionnaire?	The child or young person in OOHC
Questions focus around three areas, age dependent.	Safety and Permanency Questionnaire <ul style="list-style-type: none"> • Safety and Permanency 7-17yrs • Alcohol and Drug Use 12-17yrs • Self-Harm 14-17yrs
Cohort	Children and young people who have Final Orders with PR to the Minister
Delivery method	PC, tablet or laptop via Viewpoint, an online child friendly app
First assessment	When children in OOHC turn 7 years of age or following a placement change
Frequency repeated	Once every 6 months
Results	On completion, the results are automatically generated in Viewpoint. The results are not scored. You will need to review the highlighted answers in red before you leave to ensure a young person 14 – 17 years, is not self-harming or suicidal which requires an immediate response.
Analysis	Review and analyse each section of the questionnaire individually, develop actions and implement in casework.
Consent	Participation is voluntary and consent to participate is included in Viewpoint. If participation is declined, please select the reason from the drop-down box.
Sharing results	Can be discussed where appropriate with the carer, manager, at case planning meetings, with professionals and the child or young person.
Results storage	Results will be stored in your agencies casework system.



Practice Tips and Considerations – Safety and Permanency Questions

Questions you may face when completing the Questionnaire

As with any casework activity there may be questions or issues that you may encounter when helping the child or young person to complete the questionnaire. You will need to work through responses with your teams and within Agency policies, procedures and practice guidelines. Use your professional judgement and/or the expertise of casework specialists.

General Questions	Answers
The child or young person chooses not to complete questionnaire?	Discuss reason and explain the benefits of completing the questionnaire. If they still don't want to, they will need to log in and say 'no' to the participation statement and select a reason why.
What if the carer does not want the child to participate?	Ideally, we would like the carer to support the child or young person to complete the questionnaire however, it is the child or young person's decision.
What if the child has a disability?	You may need to support the child to complete the questionnaire, or discuss with your manager if the child or young person is or is not able to complete the questionnaire. If not, you will need to log in and select 'no' to the participation statement and select the reason why.
What if the child does not understand the terms, concepts or words used?	Definitions are included in the Questionnaire click on the 'i' next to the word in Viewpoint. If they are still unclear you can explain the terms so they are able to understand and select their answer.
The carer wants to see the results?	Apply professional judgment, refer to policies as with any other personal information
What to do if a child or young person does not feel cared for?	If a child or young person answers 'Not at all', 'Not really' or 'Just about', it is important for caseworkers to explore the reason the child or young person feels this way and take into account the free text answer in the following question. If the child or young person <u>discloses abuse or neglect in their placement</u> , the caseworker should advise their Manager as soon as possible and make a report to the Helpline.
A young person identifies they use Alcohol and/or Drugs	Working with young people with problematic Alcohol and other Drugs If a young person answers 'Yes' to the questions about drug or alcohol use, there needs further conversations with them about their drug or alcohol use. See the information below for tips on working with young people with problematic alcohol and other drug usage



A young person identifies they have been Self-harming

Practice advice tips: Supporting withdrawal, treatment and recovery

- Making the decision to decrease or stop using is a big step for young people. Recognise and celebrate their courage by acknowledging and supporting them in this journey.
- Talk with the young person about what they need from you, their family and others.
- Remember that withdrawal is a physical, psychological and emotional process. You may need to explain what to expect, how their body might respond and why, and what thoughts and feelings they might experience. Remind them that any negative effects will pass.
- Young people need special care and support during withdrawal. Help connect them to the right AOD services and ensure contact with them is frequent, encouraging, compassionate and supportive.
- If they lapse during the recovery process, they will need your support to stay motivated and hopeful.
- There is no 'one size fits all' when it comes to treatment underlying factors needs to be addressed
- Liaise with casework specialists and agency guidance.

Working with children and young people with mental health issues

If a young person answers 'Yes' to the questions about self-harm, there needs further conversations. Useful practices for caseworkers working with young people who self-harm include:

- Being with: maintain an engaged and attuned connection with the young person
- Understanding risk: actively use pre-existing knowledge about the young person and their situation and be alert to risks and warning signs to determine whether suicide is an issue. Ask the young person directly about self-harm and whether they are suicidal
- Communicating: communicate your concerns about the young person to colleagues, managers and other professionals
- Building supports: work with them to identify and strengthen supports among family, friends and professionals.

Practice tips: Children may struggle to find the words to describe their experience, especially if they are constantly feeling sad or worried. It is up to you and other adults to take the lead and notice what is happening for a child or young person. Listen deeply to children when talking with them about their mental health. Give them the space to say whatever they want. Resist the temptation to immediately cheer them up as the child may feel you are not validating their experiences and feelings. Before you have conversations with the child or young person, think about:



- Adapting to their age, developmental stage, capacity or situation
- The purpose of your conversation with the child or young person and what you are hoping to achieve; for example, are you trying to find the best way of supporting the child?
- who is the best person is to have this conversation, yourself, a parent, a carer, or a trained therapist
- responsive support if the child or young person says something that makes you worried about their immediate safety
- how you will make sure the child or young person is supported after your conversation, especially if it is distressing or follow the Link to Casework Practice (DCJ staff only):

<https://caseworkpractice.intranet.facs.nsw.gov.au/support/practice-kits/mental-health/modules/young-people#chapter-399922> Be responsive if the young person talks about hurting themselves or dying. If you are worried call the Mental Health **Line for assistance** on 1800 011 511 for 24-hour service.

If you have immediate concerns for a young person, call 000. Read the DCJ Guidelines for Suicide Risk Management or your own agencies guidance. Further resources for DCJ sites please see:

http://docsonline.dcs.gov.au/data/assets/pdf_file/0003/287004/Suicide-Risk-Management-for-FACS-Caseworkers-July-2016.pdf

<https://caseworkpractice.intranet.facs.nsw.gov.au/support/practice-kits/mental-health/modules/young-people#chapter-399922>

What if the child or young person becomes distressed?

As with any casework you would support them and if needed make another time to complete the questionnaire. It is best to complete the questionnaire as soon as possible after starting the process in Viewpoint.

Sensitive information comes out

You will act as in any other situation where sensitive information is revealed.

What if there is no internet access at the child or young person's residence?

A paper-based version of the questionnaire can be used if there is no internet access however their responses will need to be entered into Viewpoint on return to the office using the child's Login ID.

What if Viewpoint doesn't work?

Refer to Viewpoint Troubleshooting p.25



The Multicultural Questionnaire

The Multicultural Questionnaire is a tool for young people to complete in relation to their cultural background. The use of this questionnaire gives the sector a robust way of capturing a young person's connection and affiliation to their culture. It will give caseworkers a snapshot into a young person and assists to further explore, at the direction of the young person what supports are needed.

The Multicultural Questionnaire is automatically available in Viewpoint when a young person identifies:

- they are 12 to 17 years old
- they have a mum or dad selected as Multicultural

The cultural elements of the QAF are a great opportunity for the young person, carer and caseworker to talk about culture and the young person's sense of belonging.

Can culture mean different things to different people?

For some people culture is about where your parents and family were born or come from, that is their ancestry or cultural heritage. For others it may be linked to the language spoken by their family or their faith/religion. Culture can provide guidance to values, beliefs and family practices, traditions and celebrations, and how someone is involved in activities and participates in a community or way of life.

It is important to remember that while some people from the same culture may share similar values and participate in similar activities, others may live or experience their culture differently.

This is especially important to keep differences in mind when working with young people from a multicultural background, bilingual workers and carers. It is important that you facilitate conversations to support cultural understanding; being curious and checking on assumptions and practices.

The concept of Multiculturalism and what it means for the young person

Initial conversations with the young person may help them to understand the concept of having a multicultural background. This may be particularly relevant if a young person refers to themselves as Australian. This may be because the young person was born in Australia. Other young people may refer to themselves as having an "Australian- specific culture" i.e. Australian – Vietnamese. Ask the young person to help you understand their responses.

Multicultural Questionnaire - Key points	
Who completes the Questionnaire?	The young person 12 to 17 years (self-selecting by Viewpoint with young person's answers)
Components captured in the questionnaire	<ul style="list-style-type: none"> • Birth parents' culture • Language • Religion • Multi Ethnic Identity Measure (MEIM)
Cohort	Children and young people who have entered OOHC with Parental Responsibility to the Minister
Delivery method	<ul style="list-style-type: none"> • 18 questions presented in Viewpoint • PC, tablet or laptop via Viewpoint – online child friendly app
First assessment	When Multicultural young people in OOHC turn 12 or following a placement change
Frequency	Once every 6 months
Results	<p>Results are automatically generated in Viewpoint on completion</p> <p><u>You will be given a Search Score, Affiliation Score and a Total Score.</u> These scores are a guide to map ongoing changes once you have completed your initial questionnaire and formed a baseline.</p> <p><u>Review the answers the Young Person has given,</u> you may see a disparity between being affiliated to culture but not feeling good about their culture.</p> <ul style="list-style-type: none"> • <u>Search score</u> – reflects how interested a young person is in learning more about their culture or there is little need to search as they are culturally immersed already. • <u>Affiliation Score</u> – reflects how culturally immersed a young person is and how they feel about their culture. • <u>Total Score</u> – a combination of Search and Affiliation scores and should be read alongside the search and affiliation scores and the answers to each question. <p><i>Further information on scoring and how to read the results is below</i></p>
Analysis	Review each section of the questionnaire individually and as a whole during case review
Consent	The Questionnaire is voluntary including a participation question. If declined, please select the reason why from the drop-down box
Sharing results	Results can be discussed where appropriate with the carer, manager, in case planning meetings, with other professionals and the young person.
Results storage	<ul style="list-style-type: none"> • Results will be stored in your agencies casework system.

What do I consider when the Questionnaire is being completed?

It is important to consider the young person's age, development and their history with their birth family as well as their cultural communities.

Be interested, review information and check your understanding as a caseworker. Seek answers, explanations and make sure that you unpack initial questions, responses and comments.

What is the Multi Ethnic Identity Measure?

The Multi Ethnic Identity Measure (MEIM) is an internationally used valid and reliable tool designed as a general measure to assess ethnic identity across diverse groups of young people aged 12-17 years. The MEIM is embedded in the Multicultural Questionnaire.

The MEIM comprises of two key factors:

- **Exploration/search:** Efforts to learn about one's group and participation in cultural practices
- **Commitment/affiliation:**
 - Affiliation:** sees oneself as a part of the group
 - Commitment:** how one feels about being a part of the group

For each of the 12 questions the young person is asked to respond in accordance with one of four options. (4) Strongly agree (3) Agree (2) Disagree (1) strongly disagree Scores are given for exploration/search; commitment/affiliation and a total score; the higher scores indicate a stronger cultural identity.

How do I read the MEIM Results?

Three scores are calculated, in the form of an average, from the questionnaire

1. Exploration/search score from 0 (low) to 4 (high)
2. Commitment/affiliation score from 0 (low) to 4 (high)
3. Total score from 0 (low) to 4 (high)

Review individual answers

It is very important to review the individual answers given by the young person.

Scoring takes the average of answers from each group. Answers given within each scored set may tell you a story about level of cultural searching, if the young person sees themselves as a part of that culture but more importantly how they feel about it.

Multicultural (MEIM)		
Identity Search		
30. I have spent time trying to find out more about my ethnic group*, such as its history, traditions and customs.	3. Agree	
34. I am active in organisations or social groups that include mostly members of my own ethnic group*.	2. Disagree	
40. In order to learn more about my ethnic background*, I have often talked to other people about my ethnic group*.	3. Agree	
41. I have a lot of pride in my ethnic group*.	2. Disagree	
42. I participate in cultural practices of my own group, such as special food, music, or customs.	2. Disagree	
Identity Search totals		2.40 average
Affiliation		
35. I have a clear sense of my ethnic background* and what it means for me.	1. Strongly disagree	
36. I think a lot about how my life will be affected by my ethnic group membership*.	3. Agree	
37. I am happy that I am a member of the group* I belong to.	3. Disagree	
38. I have a strong sense of belonging to my own ethnic group*.	3. Agree	
39. I understand pretty well what my ethnic group membership* means to me.	2. Disagree	
43. I feel a strong attachment towards my own ethnic group*.	3. Agree	
44. I feel good about my cultural or ethnic background*.	2. Disagree	
Affiliation totals		2.29 average
Multicultural (MEIM) totals		2.33 average



MEIM Scoring, Meaning, Actions and Considerations

Review individual answers, scoring takes the average of answers from each group.

Answers given within each scored set may tell you a story about level of cultural searching, if the young person sees themselves as a part of that culture but more importantly how they feel about it.

The table below gives a guide to MEIM Scores and an interpretation of the level of cultural identity for the young person.

Score	Category	Meaning for <u>Total MEIM Score</u>	Meaning for <u>Affiliation/commitment Score</u>	Meaning for <u>Search/Exploration Score</u>
0 to 1	Low	Does not feel connected/not interested Not exposed or does not want to relate to culture.	Does not feel connected to culture Does not feel positive about being a part of this culture	Might be highly exposed to culture and might not see that they need to search/explore further Not wanting to search for their ethnicity due to lack of interest/stigma/trauma
Greater than 1 to 2	Low to Medium	Less connected/not very interested in finding out more – read individual answers	Less connected and feel somewhat negative about being a part of this culture	Exposed and not interested or not very interested in finding out more due to stigma/trauma
Greater than 2 to 3	Medium to High	Connected to culture/looking to learn more	Connected to culture Read individual answers.	Looking to learn more
Greater than 3 to 4	High	Connected to culture/actively looking to learn more	Connected to culture Read individual answers	Actively looking to learn more

Scores used as a guide to detect changes after the initial baseline results and cultural casework has commenced



Questions caseworkers may face with the Multicultural Questionnaire

Below is a list of issues or questions that you may encounter when completing the Multicultural Questionnaire with a young person. You will need to work through responses with your teams using your policies, procedures and practice guidelines, Use your professional judgement or the expertise of casework specialists.

Questions	Considerations
What if the young person answers they are not Multicultural, but you know otherwise?	<p>Consider some of the reasons a young person may <u>not want to identify</u> with their culture such as s/he:</p> <ul style="list-style-type: none"> • Associates or links their culture to abuse or trauma • Has a sense of shame assuming that “everyone” in their culture knows about them and their circumstances • Has a sense of loyalty to the carer and their placement, associate culture with their birth parent/s. • Parents not engaged with culture <p>If the caseworker knows that the young person’s response is not accurate:</p> <ul style="list-style-type: none"> • Facilitate conversations with the young person and provide information why you think differently • Discuss what information exists on file about their history • Encourage a dialogue, ask open ended and curious questions rather than leading or closed • Empower the young person, reassure them and encourage them to think and reflect on answers <p>Discuss the value of completing the Questionnaire.</p> <p><u>Work with the family</u> to expand the young person’s awareness and understanding of their cultural heritage during family meetings and visits, for example, talking about significant cultural events and beliefs, or about particular foods and cuisines,</p>
<u>Low/medium Score</u> Actions and considerations	<p><u>This score indicates they have little exposure to culture or are very culturally exposed</u> More investigation and conversation with the young person needs to occur, put some strategies in place and be proactively supporting the young person to experience positive elements of their culture.</p> <p>Consider the young person’s placement:</p> <ul style="list-style-type: none"> • Are they in a non-matched placement, not exposed to their culture? The carer is culturally connected and/or is the carer practicing minimal to nil cultural activities?



	<ul style="list-style-type: none"> Are they in a non-matched placement, relating to the carer's culture not their own? The young person <u>has a lot</u> of exposure and takes their culture for granted <p>Engage with the young person and explore elements of their views on their culture engaging a practitioner from a multicultural community organisation, a family member and/or colleague from the same cultural background.</p>
Medium/High Score actions and considerations	<p><u>Indicates they are finding out about their culture regularly</u></p> <p>Discuss with the young person what types of things they are finding out about their culture and how they are finding out. Explore other options for cultural knowledge and activities.</p> <p><u>This score indicates they feel connected to culture and are exposed to culture</u></p> <p>The young person has commitment to their culture and sees this as a part of who they are. Discuss culture with the young person, seek out an understanding of how culture relates to the young person's life.</p> <p><u>This score indicates they see their culture as an important part of who they are</u></p> <p>The young person has commitment to their culture and sees this as a part of who they are. Discuss culture with the young person, seek out an understanding of how culture relates to the young person's life.</p>
Young person says they have two cultures? I.e. Vietnamese-Lao-Russian	<p>As a caseworker seek out more information, be curious and ask more questions. Ask the young person:</p> <ul style="list-style-type: none"> What does their answer mean? How do they identify with these specific cultures? How do they relate to these cultures and how are they living these cultures?
The young person says they don't speak the language their parents do	<p>This is a prompt for the caseworker to think about the possibility to make the language available for the young person if they show interest in the language. Some examples are Apps, lessons, DVDs, books</p> <p>Responses from the young person are opportunities to seek further information, to be curious and to seek to understand what the response may mean for the young person.</p>
The young person does not share the religion of their parent/s?	<p>Understanding a family's religion and how they may practice this can provide further opportunities to develop spiritual identity and connection for the young person if they have (or haven't yet) been interested in this aspect of their family beliefs and traditions.</p> <p>It is an opportunity for the caseworker to discuss the young person's knowledge and reasons for their answer. It is also an opportunity to find meaningful religious events to prompt the young person, and to explore</p>



Aboriginal Cultural Connections Questions

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The Aboriginal Cultural Connections Questionnaire is for Aboriginal children and young people, 9 to 17 years old, to assist caseworkers understand where the child or young person is 'at' in terms of cultural connection. The caseworker can use the results to identify areas where support is needed and incorporate activities in the child or young person's Cultural Support Plan. Questions are available when the young person answers that they have a mum or dad who are Aboriginal in the Child and Young Person Questionnaire in Viewpoint.

Culture is important to all of us for many reasons and underpins who we are in terms of values, beliefs, customs, traditions and language. Aboriginal people have strong family values. The family system has an extended family structure, as opposed to the nuclear or immediate family structure, which is common in Western society.

Please note: Learning about your culture is a life long journey; it is not expected by Aboriginal people or Department of Communities and Justice (DCJ) that non-Aboriginal caseworkers will teach the child or young person about their culture. As a caseworker you need to access Aboriginal community members who have the skills in providing cultural support or leadership to gain further cultural knowledge.

What are the questions and why are we asking them?

The questions are based around cultural knowledge and connections, which surrounds a person who is culturally connected. Some of these questions generally happen in conversations with Aboriginal people in community, to establish their family connections and knowledge and understanding of where they come from. The table below shows the key reasons and benefits of supporting children's cultural identity in OOHC gain, maintain and grow their cultural identity and connections to their cultural heritage and community.

Positive view of one's self	Having a strong connection to culture gives an understanding of who you are and where you came from, which forms your identity. This creates a positive sense of self.
Sense of belonging	Knowing who you belong to and who will support you creates relationships and connections that you carry with you for life and counteracts isolation. Having a common knowledge of culture enables a sense of understanding with others who share that culture.
Buffer	Having a strong sense of culture enables higher self-esteem and the ability to cope more efficiently with life's challenges. It also helps people feel valued, respected and raises self-esteem.
Connection	Feeling included, accepted, knowing who is there for you. Having a support network and connection to your culture and community to rely on and feel a part of something bigger than yourself.

Kickett-Tucker et al International Journal for Equity in Health. *Development and Validation of the Australian Aboriginal racial identity and self-esteem survey for 8 -12-year-old children (IRISE – C)* pg

Aboriginal Cultural Connections Questionnaire - Key points	
Who completes the Questionnaire?	Child or young person who identifies they have a birth parent who is Aboriginal when completing the Child and Young Person Questionnaire
Age range (self-selecting by viewpoint with child's answers)	Aboriginal Cultural Connections Questionnaire, 9 to 17 years <ul style="list-style-type: none"> • Connection to kin and land • Knowledge of culture
Cohort	Children and young people who have entered OOHC with Parental Responsibility to the Minister
Delivery method	<ul style="list-style-type: none"> • 12 questions a mix of multiple choice and free text • tablet or laptop via Viewpoint an on-line child friendly app
First assessment	When Aboriginal children in OOHC PRM turn 9 years of age and then after following a placement change
Frequency repeated	Once every 6 months
Results	Results are automatically generated in viewpoint on completion. They are not scored, they form a baseline
Analysis	Review each section of the questionnaire individually and in case reviews, map uplift in knowledge and connection over time
Consent	Participation is voluntary and consent included as part of the questionnaire. If participation is declined, please select the reason from the drop-down box
Sharing results	Can be discussed where appropriate with the carer, manager, in case planning meetings, with professionals and the child or young person.
Results storage	Results will be stored in your agencies casework system.



ACCQ Practice Tips and Considerations

Questions caseworkers may face when completing the ACCQ

As with any casework activities there will be questions or issues. The table below is a summary of the questions, the purpose of asking them, considerations and some guidance for casework.

Questions/ Answers	Considerations and tips
<p>Reasons the child or young person <u>may not complete</u> the Aboriginal Cultural Connections Questions when you know they are Aboriginal</p> <p>Some ways to support the child and young person</p>	<p>Consider some of the possible reasons as to why the child or young person might not want to identify their parents' culture. These may include that s/he:</p> <ul style="list-style-type: none">• Associates or links their culture to abuse or trauma• Family structures may have been disrupted and they may not know this due to the Stolen Generation• The child or young person may not know their parentage (parents may be newly identified)• Has a sense of loyalty to the carer and the placement and do not want to associate with their birth parent/s <p>If the caseworker knows that the child or young person's response is not accurate:</p> <ul style="list-style-type: none">• Facilitate conversation with the child or young person respectfully providing information about why you think differently• Discuss what information exists on file about their history• Encourage a conversation and try to ask open ended, curious questions rather than leading and closed questions• Empower the child or young person, reassure and encourage them to think and reflect on their answer• Facilitate an Aboriginal consultation process
<p>The importance of knowing who your family/mob and Land/Clan/Country/Nation.</p>	<p>Knowing your family/mob and Land/Clan/Country/Nation is critical to:</p> <ul style="list-style-type: none">• Making family connections - Aboriginal identity and belonging, building relationships• Making connections with surnames and communities by other Aboriginal people• Informing other Aboriginal people of who you are, introducing yourself when meeting new Aboriginal people• Identifying the location which you have your cultural and spiritual connections to• Identifying with community and it allows community to identify with you

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> • Knowing where you are from as they will have (in most cases) a spiritual connection to the land • Knowing where their family connections are enabling them to go back there when they are ready, building on existing knowledge and support when the child or young person transitions to independence • Knowing their family connections particularly in relation to Kinship systems to ensure they don't enter into a relationship with close kin <p>Further resources:</p> <ul style="list-style-type: none"> • <i>Working with Aboriginal people and communities – A Practice Resource, Aboriginal concept of family and community</i> p13. • <i>Kinship Module – University of Sydney Sector 2: Nations, Clans and Family Groups</i> - http://sydney.edu.au/kinship-module/learning/2-nations-clans-family-groups.shtml • <i>AIATSIS Map of Indigenous Australia</i> https://aiatsis.gov.au/aboriginal-studies-press/products/aiatsis-map-indigenous-australia
<p>Reasons the young person does not know who their family/mob is or the Land/Clan/Country/Nation they are from</p> <p>How can I support them to know?</p>	<p>Consider some of the reasons that the child or young person does not know or might not want to identify their family/or mob. There may be some historical factors relating to why they have entered care e.g. abuse history or intergenerational trauma, therefore, the child or young person may have an issue with the Aboriginal side of the family and therefore doesn't want to identify as Aboriginal or is not encouraged to find out about the Aboriginal side of the family.</p> <p>The caseworker can support the child or young person by:</p> <ul style="list-style-type: none"> • Referring to answers given in the ACCQ around wanting to learn more about culture. If they do not want to be curious to understand why. Look for opportunities to support the child or young person to seek further information • Show the child or young person their Cultural Support Plan, which will outline who their Family/Mob is. Investigate ways to connect and build knowledge of their birth family as a part of their Cultural Support Plan • Review the genogram with the child or young person <p>Further resources:</p> <ul style="list-style-type: none"> • Aboriginal Australians Family History; NSW State Library – https://guides.sl.nsw.gov.au/aboriginal-australians • NSW Link Up - https://www.linkupnsw.org.au/who-we-are/

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> AbSec – https://www.absec.org.au/where-to-find-help.html
What if the child or young person does not know how to say or spell their family/mob or Land/Clan/County/Nation?	<p>If a child or young person does not know how to say their Land/Clan/Country/Nation or does not know how to spell it:</p> <ul style="list-style-type: none"> They may have challenges with literacy - they may not feel confident in spelling or saying it There are many different interpretations of spelling and language dialects therefore various ways of saying and spelling Land/Clan/County/Nations which are an outcome of translating an oral language into English i.e. Kamilaroi/Gamilaraay/Gomeroi which is the same geographical area and the same Land/Clan/Country/Nation They may not want to identify, they may not be as connected to culture as they should be <p>Casework practitioners can support the child and young person by:</p> <ul style="list-style-type: none"> Working with Birth parents (where appropriate) and work with an appropriate community member/mentor Discuss how the Birth Parents say and spell their family mob or Land/Clan/Country/Nation as a part of contact visit. If they do not know, ask the parents who would be the best person to talk to. Research as part of their Cultural Support Plan to find the Land/Clan/Country/Nation its correct spelling and location Look at the AIATSIS map of Indigenous Australia with the child or young person <p>Further resources:</p> <ul style="list-style-type: none"> Kinship Module – <i>University of Sydney Sector 6: Languages and Traditional Affiliations</i> - http://sydney.edu.au/kinship-module/learning/6-language-traditional-affiliations.shtml AIATSIS/Tindale map - https://aiatsis.gov.au/aboriginal-studies-press/products/aiatsis-map-indigenous-australia
What is the importance of the child or young person knowing their Mum and/or Dads Land/Clan/Country/Nation ? What if they don't know this?	<p>The child or young person knowing their Mum and/or Dad's Land/Clan/Country/Nation is the first step in knowing where they are from and who are they connected to.</p> <p>If the child or young person answers 'no' to this question, consider the following:</p> <ul style="list-style-type: none"> The child or young person may have issues with or not want to engage with the Aboriginal side of their family. The casework practitioner can support the child or young person by: Referring to answers given in the ACCQ around wanting to learn more about culture. If they do not want to be curious to understand why, look for opportunities to support the child to seek further information.

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> • Discuss what information exists on file about their history • Facilitate conversation, ask open ended, curious questions rather than leading and closed questions. • Empower the child or young person, reassure them and encourage them to think and reflect on their answers • Show the child or young person their Cultural Support Plan and genogram which will outline who their Family/Mob is. Investigate ways to connect person to their birth family, find the local Aboriginal knowledge holder to assist you <p>Further resources: <i>Working with Aboriginal people and communities – A Practice Resource, Aboriginal concept of family and community</i> https://www.DCJ.nsw.gov.au/data/assets/pdf_file/0005/650642/Working-with-Aboriginal-people-a-practice-resource.pdf</p>
<p>What is the significance of the child or young person living on or off country?</p>	<p>If the child or young person <u>IS living on country</u> this allows them to maintain a strong sense of connection of identity to their community, language, culture. They should have access to community members who can share knowledge and local cultural information such as totems and Dreaming stories.</p> <p><u>Community for Aboriginal people means</u> family, kin and significant others, Aboriginal services, community structures, key families. It also means who to go to if they need to know more about culture, have a stronger network to support them in life.</p> <p>If the child is <u>NOT living on country</u> and does <u>NOT go back regularly</u>; This will impact their connection to country:</p> <ul style="list-style-type: none"> • Their acceptance by their community which impacts the child or young person's well-being and sense of belonging, • Disconnection to spirituality which could cause further trauma • Gaining Confirmation of Aboriginality- The definition of an Aboriginal person is as defined by the <i>Aboriginal Land Rights Act 1983</i> (NSW) it is a person who: <ol style="list-style-type: none"> 1. is a member of the Aboriginal race of Australia 2. identifies as an Aboriginal person and 3. is accepted by the Aboriginal community in which the person lives.

Questions/ Answers	Considerations and tips
	<p>The child or young person <u>needs to meet all three criteria to gain Confirmation of Aboriginality</u>. This also becomes a problem if the child or young person is living with non-Aboriginal carers and has minimal involvement with Aboriginal community events and activities. Without Confirmation of Aboriginality, there are many issues that may arise such as job opportunities and access to educational scholarships.</p> <p>If the child or young person is <u>NOT living on country</u> but <u>goes back regularly</u> for example 3/4 times a year it is more likely they would develop a connection with their community over a couple of years. They would feel they are part of the community and the community would identify who they are and who they are connected to. Consider how connected the child or young person is to community by:</p> <ul style="list-style-type: none"> • Being curious, ask the child or young person about their Country and if they would like to go back more regularly • Being aware that the child or young person may have an extremely complicated family that can be very hard for a non-Aboriginal person to understand. They may have a complex family structure and sensitivity regarding parents raised with extended family and/or step parents. <p>Use this information to inform your Cultural Support Plan and for case planning.</p>
<p>What is the significance of the child or young person knowing their Aboriginal Totem?</p>	<p>The child or young person knowing their totem shows they are connected spiritually to their culture. They have a broader connection to their country and to their family.</p> <p>Knowing and understanding their totem also shows that the child or young person has an understanding:</p> <ul style="list-style-type: none"> • Of their connection to land and is spiritually connected to culture • Of the relationship systems of Aboriginal culture which is known as the moiety system. • That they are the protector of their totem for future generations. <p>If the child or young person does not know their totem caseworkers can support them by:</p> <ul style="list-style-type: none"> • Talking with the birth family • Asking an Aboriginal person who the best person is to provide this information to the child or young person. Only certain Aboriginal people are culturally able to provide this spiritual information to the child or young person. <p>Further resources:</p>

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> • <i>Kinship Module – University of Sydney Sector 3 Moiety</i> • http://sydney.edu.au/kinship-module/learning/3-moiety.shtml • <i>Kinship Module – University of Sydney Sector 4 Totems</i> • http://sydney.edu.au/kinship-module/learning/4-totems.shtml • <i>Article – Birth ceremonies, totems and rites in Aboriginal society -</i> https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res012_0804.pdf • <i>Aboriginal spirituality –</i> https://australianstogether.org.au/discover/indigenous-culture/aboriginal-spirituality • For more information on seeking totems you can talk with AbSec 02 9559 5299
<p>What is the significance of the child or young person knowing or not knowing Aboriginal language or words?</p>	<p>Knowing Aboriginal words or language gives the child or young person a sense of connection and identity. It is a way of connecting with community and an important way to keep culture alive. The child or young person may know some language or words, ask them if the words or language are from their country as it's important for them to understand where the words originated, to start exploring the depth of their knowledge.</p> <p>There is no universal Aboriginal language, as each of the 300 Aboriginal Nations speaks 250 different languages with up to 600 dialects. Past assimilation policies prohibited Aboriginal people from using their language, which contributed to the breakdown in the teaching of language between generations. There has been over the past 10 years a strong focus on language revival in NSW as it was impacted dramatically with colonisation.</p> <p>As a result, a child or young person may not know Aboriginal language or words or may believe that Aboriginal English is Aboriginal language. Aunty Lorraine Peters who is a survivor from Cootamundra Girls home talks about the impact of Stolen Generations on community in the YouTube clip https://www.youtube.com/watch?v=p-kVgJ2i6MY</p> <p>If the child or young person does not know Aboriginal language or words, discuss with them if they would like to know and connect them to Language groups via NSW Aboriginal Education Consultative Group Inc. NSWAECC Project Officers.</p> <p>Further Resources:</p> <ul style="list-style-type: none"> • <i>Working with Aboriginal people and communities – A Practice Resource – Communication pg 21.</i>

Questions/ Answers	Considerations and tips
	<ul style="list-style-type: none"> Kinship Module – University of Sydney – Sector 6: Language and Traditional Affiliations http://sydney.edu.au/kinship-module/learning/6-language-traditional-affiliations.shtml Aboriginal Language and Culture Nests NSW AECG – https://www.aecg.nsw.edu.au/wp-content/uploads/2016/10/NSW-AECG-Language-and-Culture-Nests-QA-doc_website.pdf Kinchela Boys Home Aboriginal Corporation – https://www.kinchelaboyshome.org.au/
What areas of Culture does the child or young person know about? Has the child or young person learnt anything new about culture this year?	<p><u>Learning about culture is a life long journey, it is not expected by Aboriginal people or DCJ that non-Aboriginal casework practitioners will teach the child or young person about culture.</u> If the child or young person is on country, with Aboriginal kin their learning may be more easily integrated into everyday life. If not, build access to Aboriginal community members who have the skills in providing cultural support or leadership to gain cultural knowledge.</p> <p>Culture is an ever-growing thing for Aboriginal children and young people, it can be very difficult for those who have been removed from their kin and Country. Review the responses selected, areas that they are familiar with can be built on and areas that they have not selected work into their cultural Support Plan. Grow knowledge of culture over time.</p> <p>Further Resources: <i>Kinship Module – University of Sydney Aboriginal Community Narratives</i> http://sydney.edu.au/kinship-module/community-narratives/index.shtml</p>
Who is the child or young person connected to and leaning about culture from?	<p>The more boxes ticked in these sections the better. For cultural learnings, it is best if the child or young person has a variety of options to learn from or seek cultural knowledge from. Look carefully at the selected item, look at ways a caseworker can connect the child or young person to the groups that are not selected. Discuss with the child or young person who they are learning from and ways to link them with the community - these could be included as actions in the Cultural Support Plan.</p>

Note: The information and practice tips contained in this document are generalisations and do not reflect the opinions of all Aboriginal people and communities in NSW. There may be exceptions to the information provided.



Cultural and Spiritual Identity Domain - Cultural leanings by ages and stages

The Cultural and Spiritual Identity Domain details the ages and stages of development of a child and young person and the ways Aboriginal cultural connection occurs. The Aboriginal Cultural and Spiritual Identity Domain was developed by the QAF Aboriginal Task Team and informed the development of the questionnaire and outcomes for the QAF. The Task Team comprises representatives from the following:

- AbSec
- DCJ Aboriginal Reference Group ARG
- DCJ Aboriginal Policy Unit
- DCJ Cultural Connections Team Western

Viewpoint Troubleshooting Guide

Before contacting DCJ or the Viewpoint helpdesk check these frequent issues and possible solutions.

Issue	Check
Cant access the VP log in page or VP website	<ul style="list-style-type: none"> • Check you have the correct address • www.vptol.com.au/qaf • Check your internet connection • VP works in Firefox, Chrome and Internet Explorer. Check in each of the above web browsers or try another web browser • Check on another device
VP helpdesk hasn't resolved the issue	<ul style="list-style-type: none"> • Check you are using the correct helpdesk email helpdesk@vptorg.com
VP Questionnaires are not opening	<ul style="list-style-type: none"> • Check you are using the correct web address: www.vptol.com.au/qaf • Try accessing the website outside of the Citrix environment (for DCJ staff). • VP works in Firefox, Chrome and Internet Explorer. Check in each of the above web browsers
Internet connectivity	<ul style="list-style-type: none"> • There are paper based versions if absolutely necessary. These will need to be uploaded into VP upon arrival to the office to get SDQ results.



DCJ Employees only Saving QAF Questionnaire Results

iPad to DCJ Networks

You may initially need to set your iPad up to access Citrix through remote access or your iPad may already be set up to directly enter your User name and Password

Initial Citrix login:

1. Open Citrix and click on "Add Account".
2. Address: <https://remote.facs.nsw.gov.au> and click "Next".
3. Username: (your PC login).
4. Password: (your PC password).
5. Complete Okta two-factor authentication.

Or

Citrix login

1. Open Citrix
2. Username: (your PC login).
3. Password: (your PC password).
4. Complete Okta two-factor authentication.

Login to Google to access Viewpoint

www.vptol.com.au/qaf

Complete Carer Questionnaire or Strengths & Difficulties Questionnaire – save result
to your hard drive by clicking **PDF** – See your answers

To save PDF – go to File – Save As – Select where you want to save the PDF

Other Options to save Results to your Hard Drive

Air Drop – Airdrop **PDF** questionnaire results from iPad to your DCJ iPhone and save to your hard drive

Hotspot iPhone to iPad – log into Citrix – google Viewpoint – save **PDF** questionnaire results to your hard drive

Photo – take a photo of the **PDF** questionnaire results on you DCJ iPhone and save to your hard drive

