

SEL PQA (UK)

October 2019

Organisation name:	
Site/Programme name:	
Name of session observed:	
Name of Staff observed:	
Date of observation:	



SEL PQA (UK) - Important note on terminology

Throughout this tool, the term 'staff' is used to mean any youth worker/practitioner (whether paid or a volunteer) who is working face to face with young people.

The YPQI was designed in the US for youth workers working with young people in 'out of school time' settings. The term 'youth worker' doesn't translate exactly to the UK context, because there is no qualification route in the US. 'Youth workers' in the US include mentors, coaches, group leaders, key workers and so on. 'Out of school time' provision covers a wide range of activities including sport, arts, health and wellbeing, support for literacy and numeracy, citizenship and 'service learning' (similar to what we call social action) and outdoor learning.



TABLE OF CONTENTS

Introduction

Programme Information 4

I. SAFE SPACE

Creating Safe Spaces 5

II. SUPPORTIVE ENVIRONMENT

Emotion Coaching 8

Scaffolding Learning 9

Fostering Growth Mindset 10

III. INTERACTIVE ENVIRONMENT

Fostering Teamwork 11

Promoting Responsibility and Leadership 12

Cultivating Empathy 13

IV. ENGAGING ENVIRONMENT

Furthering Learning 15

Supporting Young People's Interests 17

Supporting Plans and Goals 18

The Social and Emotional Learning Programme Quality Assessment (SEL PQA) draws from and builds on various programme quality assessments that the David P. Weikart Center for Youth Programme Quality has developed with partners across the US over many years: the Youth and School-Age PQAs, the Summer Learning PQA, and the Academic Skill-Building PQA. This version contains surface level language changes for a UK audience, completed by the Centre for Youth Impact, then reviewed and endorsed by the David P. Weikart Center for Youth Programme Quality. The SEL PQA articulates and measures Youth Worker practices that have been identified by research on positive development for young people, social and emotional learning, and the science of learning and development, among others.

The SEL PQA is designed to evaluate the quality of programmes and identify Youth Worker training needs. It consists of a set of scoreable standards for best practice for practitioners working with groups of young people across a wide range of contexts.

Like all of our Programme Quality Assessments (PQAs), the SEL PQA can be used for self-assessment and/or for external assessment. Assessments are conducted by carefully observing the interactions of Staff and young people in a programme; taking objective, detailed notes; and scoring based on evidence recorded in observational notes.

The SEL PQA is designed to empower people and organisations to envision the highest quality programming for young people by providing a shared language for Youth Worker practice and decision making and by producing scores that can be used for comparison and assessment of progress over time. For more information about conducting assessments and for resources to support programme quality improvement, contact ypqi@youthimpact.uk.

PROGRAMME INFORMATION

(Complete for Programme Self Assessment or External Assessment)

Organisation name: _____ Site/Programme name: _____

Name(s) of session(s) observed:

Name of Staff observed:

Brief description of session(s):

Staff : Young person ratio in session(s): _____ Date scored: _____

Age(s) of young people in session(s) (Circle all that apply):

5-10

11-15

16-18

19-25

Type of programme/activity observed (Check all that apply):

<input type="checkbox"/> Youth Club	<input type="checkbox"/> Sports	<input type="checkbox"/> Arts	<input type="checkbox"/> Health and Wellbeing	<input type="checkbox"/> Counselling/Therapy
<input type="checkbox"/> Detached Youth Work	<input type="checkbox"/> Employability Skills	<input type="checkbox"/> Education and Training	<input type="checkbox"/> Social Action	<input type="checkbox"/> Other (please specify)

CREATING SAFE SPACES

Staff provide a safe and welcoming environment

	ITEMS		SUPPORTING EVIDENCE	
1.	<p>1 The emotional climate of the session is predominantly negative (e.g., disrespectful, tense, exclusive, even angry or hostile); negative behaviours, such as rudeness, bragging, insults, “dissing,” negative gestures or other such actions are not mediated by either young people or staff.</p>	<p>3 The emotional climate of the session is predominantly positive. Negative behaviours are mediated (e.g., countered, curtailed, defused) by staff or young people.</p>	<p>5 The emotional climate is always positive (e.g., mutually respectful, relaxed, equitable; characterised by teamwork, camaraderie, inclusiveness); young people and staff are observed offering encouragement, affirmations, or support to others.</p>	<input type="checkbox"/>
2.	<p>1 Staff use negative or disrespectful words, tone of voice, or body language.</p>	<p>3 Staff use neutral or respectful words, tone of voice, and body language.</p>	<p>5 Staff use positive and warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people’s well-being (e.g., “It’s great to see you, how are you doing?” “I am so sorry to hear your pet died!” staff smile frequently; staff make appropriate and culturally relevant gestures that are responded to positively by young people - handshakes, fistbumps, pats on the back, etc.)</p>	<input type="checkbox"/>

CREATING SAFE SPACES, continued

Staff provide a safe and welcoming environment

ITEMS	SUPPORTING EVIDENCE
<p>3.</p> <p>1 Staff do not create a safe space for young people to share (e.g., Staff do not respond supportively if young people share, express emotions or make mistakes; or staff do not provide an opportunity for young people to share).</p> <p>3 Staff create a safe space for young people to share (e.g., encourage sharing of emotions or experiences, respond supportively if young people share) but do not provide young people with specific guidance or support for creating a safe space.</p> <p>5 Staff create a safe space for young people to share and provide young people with specific guidance or support for creating a safe space (e.g., allow someone to finish without being interrupted, allow someone to pass if they choose, only the person with the talking stick speaks, supporting young people when they stand up for each other or someone outside the group).</p>	<input type="checkbox"/>
<p>4.</p> <p>1 Staff's group management style includes multiple instances of reactive or negative responses OR includes even one example of a harsh or demeaning response.</p> <p>3 Staff's group management style includes proactive and/or positive approaches, but also includes reactive or negative responses (e.g., mild reprimands, displaying annoyance, using rewards and consequences, yelling to get young people's attention).</p> <p>5 Staff's group management style is characterised by proactive or positive approaches (e.g., proactively promoting constructive engagement, calm redirection, structured attention-getters, showing understanding of possible emotional or physical triggers of individuals in the group, etc.).</p>	<input type="checkbox"/>

CREATING SAFE SPACES, continued

Staff provide a safe and welcoming environment

ITEMS	SUPPORTING EVIDENCE		
<p>5.</p> <p>1 Staff do not consistently hold young people accountable to an agreed-upon set of ground rules, behaviour expectations, or consequences (e.g. staff's opinion or preference takes precedence over any group agreements).</p> <p>3 Staff consistently hold young people accountable to an agreed-upon set of ground rules, behaviour expectations, or consequences.</p> <p>5 Staff consistently hold young people and themselves accountable to an agreed-upon set of ground rules, behaviour expectations, or consequences (e.g., staff note guidelines apply to themselves as well as to young people).</p>	<input type="checkbox"/>	<p>Do not score if ground rules, behavioural expectations or consequences are not referred to. Mark with an X.</p>	
<p>6.</p> <p>1 There is evidence of religious, cultural, racial/ethnic, class, gender, ability, appearance, or sexual orientation bias on the part of staff (e.g., comments based on stereotyped assumptions, slurs, clearly differential treatment, etc.).</p> <p>3 There is no evidence of bias on the part of staff.</p> <p>5 There is no evidence of bias on the part of staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (e.g., meal plans include dietary or religious food requirements; reference is made to more than one type of family grouping; preferred pronouns are used).</p>	<input type="checkbox"/>		

EMOTION COACHING

Staff prompt young people to be aware of and constructively handle their emotions

ITEMS				SUPPORTING EVIDENCE
1.	<p>1 Staff do not acknowledge, validate, or name emotions of young people.</p>	<p>3 Staff occasionally acknowledge, validate, and name emotions of young people.</p>	<p>5 Staff consistently acknowledge, validate, and name emotions of young people (e.g., “It seems you are disappointed that you didn’t get the part.”).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not ask young people to name or describe their emotions or identify the intensity of their emotions.</p>	<p>3 Staff ask some young people to name or describe their emotions or identify the intensity of their emotions (e.g., “So are you just disappointed or are you really crushed that you weren’t chosen?”).</p>	<p>5 Staff ask all young people to name or describe their emotions or identify the intensity of their emotions (e.g., “Let’s all take turns to share how we’re feeling now we’ve finished that activity”).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not ask young people about, or discuss constructive handling of their emotions.</p>	<p>3 Once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself, use “I feel” language rather than accusations, etc.).</p>	<p>5 More than once, staff ask young people about or discuss constructive handling of their emotions (e.g., staff support young people to distinguish between feelings and actions, talk about ways to calm oneself or to express pride in an accomplishment without putting others down, etc.).</p>	<input type="checkbox"/>
4.	<p>1 Staff do not tell or ask young people about the causes of their emotions.</p>	<p>3 Staff tell young people about possible causes of their emotions – either in response to in-the-moment situations or in discussion of an external situation (e.g., “I think maybe you didn’t speak up because you were afraid.”).</p>	<p>5 Staff ask young people about the causes of their emotions (e.g., “Why were you so angry?” “What happened that made you feel that way?”).</p>	<input type="checkbox"/>

SCAFFOLDING LEARNING

Staff scaffold tasks for optimal learning

ITEMS				SUPPORTING EVIDENCE
1.	1 Staff do not break difficult tasks into smaller or simpler steps for young people, or there are no tasks of sufficient difficulty to warrant explaining steps.	3 Staff break down difficult tasks into smaller or simpler steps, but steps are not outlined or explained before they begin.	5 Staff break down difficult tasks into smaller or simpler steps which are outlined or explained to young people before they begin (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).	<input type="checkbox"/>
2.	1 Staff do not model skills.	3 Staff model skills for some young people.	5 Staff model skills for all young people.	<input type="checkbox"/>
3.	1 Staff do not encourage young people to try out skills or attempt higher levels of performance.	3 Staff encourage some young people to try out skills or attempt higher levels of performance.	5 Staff encourage all young people to try out skills or attempt higher levels of performance.	<input type="checkbox"/>
4.	1 Staff do not adjust the difficulty of the task or adjust support when adjustments are clearly needed (e.g., when young people sail through the task easily, encounter frequent errors, or complain about not understanding how to do the task).	3 Staff do not actively monitor the level of challenge for individuals or the group, but there is no clear evidence of inappropriate level of challenge.	5 Staff monitor or state an observation of the level of challenge for individuals or the group and adjust support to maintain an appropriate level of challenge, if necessary (e.g., "Do you understand how to do this?" "Let's try doing it together and then we'll see if you can do it on your own." "It looks like that may be too easy for you. Let's try something harder.").	<input type="checkbox"/>

FOSTERING GROWTH MINDSET

Staff support young people in developing achievement-effort beliefs

ITEMS			SUPPORTING EVIDENCE
1.	<p>1 Staff do not have young people attempt to figure out for themselves how to improve.</p>	<p>3 Staff ask young people to attempt to figure out how to improve or correct their work but do not sufficiently allow them to do so (e.g. staff jump in with correct answer before young person has time to respond; when a young person doesn't know how to improve, staff do not rephrase the question or give a hint)</p>	<p>5 Staff guide or support young people in attempting to work out for themselves how to improve (e.g., "So, what could you do differently?" "Next time, what could you do to keep yourself focused?").</p> <input type="checkbox"/>
2.	<p>1 Staff do not support contributions or accomplishments of young people in either of the ways described for a score of 3 or 5, or simply don't support young people at all.</p>	<p>3 Staff support contributions or accomplishments of young people, but use only subjective or evaluative comments, such as "Well done!", "I like it!" or "You're so clever!"</p>	<p>5 Staff support contributions or accomplishments of young people by acknowledging what they've said or done with specific, non-evaluative language (e.g. "The way you described that really helps me create a picture in my mind." "It was clear to see how you were supporting the others to stick to the rules you agreed to at the start").</p> <input type="checkbox"/>
3.	<p>1 Staff only attribute success or failure to factors outside of young people's control (e.g., innate ability, luck, fate, the mistakes of others. "Some people just aren't good at football" "It was the coach's fault for pushing you too hard").</p>	<p>3 Staff attribute success or failure to factors both within and outside of young people's control or make no attributions about young people's control over success or failure.</p>	<p>5 Staff attribute success to effort, strategy, attention, practice, or persistence (e.g., "Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see you worked hard to meet your goal." "You can do this – just try a different strategy this time.").</p> <input type="checkbox"/>

FOSTERING TEAMWORK

Staff provide opportunities to collaborate and work cooperatively with others

ITEMS			SUPPORTING EVIDENCE	
1.	<p>1 Staff do not provide opportunities for young people to participate in teams or small groups.</p>	<p>3 Staff provide opportunities for young people to participate in small groups, but the activity doesn't include active collaboration (e.g., staff assign groups where young people work on individual art projects at the same table; young people individually earn points for their group).</p>	<p>5 Staff provide opportunities for young people to participate in small groups that require active collaboration (e.g. working together on a joint project, activities with discussion and planning, interdependent roles, etc.).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not provide opportunities for young people to work towards shared goals.</p>	<p>3 Staff provide opportunities for some young people to work towards shared goals.</p>	<p>5 Staff provide opportunities for all young people (groups or individuals) to work towards shared goals (e.g., each young person contributes a section to a story; young people build a catapult together).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not provide young people opportunities to practice group-process skills.</p>	<p>3 Staff provide all young people at least a limited opportunity to understand and practice group-process skills (e.g., a full group discussion is long enough for all young people to contribute; young people briefly share in pairs).</p>	<p>5 Staff provide all young people multiple or extended opportunities to understand and practice group-process skills (e.g., contribute ideas or actions to the group; do a task with others; take responsibility for a part).</p>	<input type="checkbox"/>

PROMOTING RESPONSIBILITY AND LEADERSHIP

Staff provide young people with opportunities to grow in responsibility and leadership

ITEMS			SUPPORTING EVIDENCE
1.	1 Staff do not provide young people with opportunities to be responsible for assigned tasks or activities.	3 Staff provide some young people with opportunities to be responsible for assigned tasks or activities.	5 Staff provide all young people with opportunities to be responsible for assigned tasks or activities (e.g. setting up the room, handing out snacks, leading an ice-breaker). <input type="checkbox"/>
2.	1 Staff frequently take over or intervene intrusively in assigned tasks or activities.	3 Staff occasionally take over or intervene intrusively in assigned tasks or activities.	5 Staff never take over or intervene intrusively in assigned tasks or activities, supporting young people to carry out roles or responsibilities as independently as possible. <input type="checkbox"/>
3.	1 Staff do not provide opportunities for any young people to mentor an individual.	3 Staff provide one young person an opportunity to mentor an individual.	5 Staff provide more than one young person an opportunity to mentor an individual (e.g., young people teach or coach one another). <input type="checkbox"/>
4.	1 Staff do not provide opportunities for young people to lead a group.	3 Staff provide one young person an opportunity to lead a group (e.g., one young person leads warm-up exercises or a small group discussion).	5 Staff provide more than one young person an opportunity to lead a group (e.g., teach others; lead a discussion, song, project, event, outing or other activity). <input type="checkbox"/>
5.	1 Staff do not provide young people with an opportunity to share their ideas or work with the entire group.	3 Staff provide one young person with an opportunity to share their ideas or work with the entire group.	5 Staff provide more than one young person with an opportunity to share their ideas or work with the entire group (e.g., young people report results of their small group activity to a large group; describe their individual project to the whole group; share ideas in partnership with staff). <input type="checkbox"/>

CULTIVATING EMPATHY

Staff support young people in practising empathy skills

ITEMS				SUPPORTING EVIDENCE
1.	<p>1 Staff do not provide young people with an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity.</p>	<p>3 Staff provide young people an intentional activity where listening to the stories, experiences, feelings, or viewpoints of others is part of the activity but not its sole focus (e.g., staff support young people to discuss and plan what organisations might be open to their community action project).</p>	<p>5 Staff provide young people with an intentional activity where listening, understanding, and acknowledging the personal stories, experiences, feelings, culture, or viewpoints of others is the sole focus of the activity (e.g., staff organise young people into small groups, to share an experience that shaped their life).</p>	<input type="checkbox"/>
2.	<p>1 Staff do not tell young people about or ask young people to discuss the causes or consequences of other people's emotions.</p>	<p>3 Staff tell young people about the causes or consequences of other people's emotions but do not involve young people in a discussion about it.</p>	<p>5 Staff ask young people to discuss the causes or consequences of other people's emotions (e.g., in response to in-the-moment situations, past experiences, or in discussion of other actual or fictional events or experiences).</p>	<input type="checkbox"/>
3.	<p>1 Staff do not provide explicit opportunities for young people to affirm, appreciate, or show kindness to others.</p>	<p>3 Staff provide explicit opportunities for some young people to affirm, appreciate, or show kindness to others.</p>	<p>5 Staff provide explicit opportunities for all young people to affirm, appreciate, or show kindness to others (e.g., staff ask young people to write notes to a peer who is ill; organise a collection for a food bank; have each young person describe the strengths they appreciate in a teammate and how it helps them build on their own strengths).</p>	<input type="checkbox"/>

CULTIVATING EMPATHY, continued

Staff support young people in practising empathy skills

ITEMS		SUPPORTING EVIDENCE
4. 1 Staff do not actively support young people's understanding and appreciation of differences.	3 Staff support young people's understanding and appreciation of differences only informally or in-the-moment (e.g., "It's great to see your group is drawing on each other's different strengths – some of you are especially good with details and some of you are good at seeing the big picture." "I think it's really valuable that we have a diverse range of people and views in this group").	5 Staff provide formal opportunities to learn about, discuss, and value differences (e.g., young people interview people from different generations, countries, or backgrounds; staff invite pairs of young people to learn about each others' different strengths, then discuss how these differences can contribute). <input data-bbox="1329 362 1383 415" type="checkbox"/>

FURTHERING LEARNING

Staff encourage young people to deepen their learning

ITEMS			SUPPORTING EVIDENCE
1.	<p>1 Staff do not make, or ask young people to make, connections between session activities and young people's previous knowledge.</p>	<p>3 Staff make connections between session activities and young people's previous knowledge (e.g., "Working together on this is like being on the same side in a football match")</p>	<input type="checkbox"/>
2.	<p>1 Staff do not support young people in linking concrete examples to content-related principles or categories.</p>	<p>3 Once, staff support young people in linking concrete examples to content-related principles or categories.</p>	<input type="checkbox"/>
		<p>5 Staff ask young people to make connections between session activities and young people's previous knowledge (e.g., related topics previously studied, "real world" applications or issues. For example, staff ask young people questions like "how can what you've learned about the environment at school help us design a really great community clean-up project?")</p>	
		<p>5 More than once, staff support young people in linking concrete examples to content-related principles or categories, (e.g., "When you say 'She's evil', that's a judgement. If you tell me about something she's done which you didn't like, that would be an observation "What makes that a 'risky' behaviour? Can you come up with some general rules about what makes something risky?" "Apples and pears are fruit. What are other types of fruit that we don't eat?")</p>	

FURTHERING LEARNING, continued

Staff encourage young people to deepen their learning

ITEMS	SUPPORTING EVIDENCE			
3.	<p>1 Staff do not encourage young people to deepen or extend knowledge.</p>	<p>3 One time, staff encourage young people to deepen or extend knowledge (e.g. staff ask young people questions that encourage young people to analyse; define a problem; or make comparisons, predictions, applications, inferences, or generate alternate solutions).</p>	<p>5 Two or more times, staff encourage young people to deepen or extend their knowledge or thinking (e.g., staff ask open-ended questions that encourage young people to analyse; define a problem; make comparisons or inferences; predict, apply, evaluate or generate alternate solutions. For example, “How do you think the distance from the lamp will affect the seedlings?” “What does this have in common with what you learned last week?”).</p>	<input type="checkbox"/>
4.	<p>1 Staff do not support young people to use logical reasoning.</p>	<p>3 Once, staff support young people to use logical reasoning.</p>	<p>5 More than once, staff support young people to use logical reasoning (e.g., “Why do you think that would happen?” “Please explain your reasoning.”)</p>	<input type="checkbox"/>
5.	<p>1 Staff tell young people answers or what to do and rarely or never make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people’s initiative in learning.</p>	<p>3 Staff sometimes make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people’s initiative in learning (e.g., “What else would a reader want to know about your character?” “What do you think would happen if you did X first?”).</p>	<p>5 Staff frequently make comments, ask questions that guide young people in discovering an answer to a problem, or guide young people’s initiative in learning (e.g., “And what else do you notice?” “What are the key bits of information you need to include on your poster? “What tools do you think you need before you start?”).</p>	<input type="checkbox"/>

SUPPORTING YOUNG PEOPLE'S INTERESTS

Staff shape opportunities for young people to make choices based on their interests

ITEMS			SUPPORTING EVIDENCE
1.	<p>1 Staff do not provide opportunities for young people to make choices.</p> <p>3 Staff provide opportunities for young people to make at least one choice within the framework of the activities, but the choices are limited to discrete options presented by the staff (e.g., "Pick one of the following topics." "Do it this way or that way.").</p>	<p>5 Staff provide opportunities for young people to make at least one open-ended choice within the framework of the activities (e.g., "Pick any topic." "Use these materials any way you want").</p>	<input type="checkbox"/>
2.	<p>1 Staff do not provide all young people an opportunity for choice among or within activities.</p> <p>3 Staff provide all young people an opportunity for choice among or within activities.</p>	<p>5 Staff provide all young people with multiple opportunities for choice among or within activities (e.g., "You can paint whatever you want—use any colours, any design." "You can use this pattern or that one.").</p>	<input type="checkbox"/>
3.	<p>1 Staff discourage creativity, curiosity, or imagination (e.g., do not allow innovation or flexible use of materials; discount new ideas from young people. For example, a young person predicts the cat will fly, and the staff say "No, that won't happen. Cats don't fly.").</p> <p>3 Staff neither discourage nor encourage young people in using their creativity, curiosity, or imagination.</p>	<p>5 Staff support young people in using their creativity, curiosity, or imagination (e.g., staff encourage young people to use materials, knowledge, or skills in new ways; to wonder or explore. For example, staff say, "Think about all the different ways you could end the story.").</p>	<input type="checkbox"/>

SUPPORTING PLANS AND GOALS

Staff provide opportunities to plan, set goals, and solve problems

ITEMS			SUPPORTING EVIDENCE		
1.	1 Staff do not provide opportunities for young people to set goals or make or revise plans for projects or activities.	3 Staff provide one opportunity for young people (individual or group) to set goals or make or revise plans for a project or activity (e.g., how to spend their time, how to do a task).	5 Staff provide multiple opportunities for young people (individual or group) to set goals, or make or revise plans for projects and activities (e.g., how to spend their time, how to do a task).	<input type="checkbox"/>	
2.	1 Staff do not provide opportunities for young people to record, represent, or share plans.	3 Staff provide opportunities for young people to discuss or share their plans with others.	5 Staff provide opportunities for young people to record or represent their plans (e.g., a small group draws a diagram before building; staff help full group make a large idea web to plan an event; young people create a list or timeline).	<input type="checkbox"/>	
3.	1 Staff do not ask young people to monitor progress toward goals.	3 Staff ask young people to monitor progress toward goals the Staff set.	5 Staff ask young people to monitor progress toward goals the young people set for themselves.	<input type="checkbox"/>	
4.	1 Staff do not support young people to achieve a goal or solve a problem.	3 Staff support young people to try one way to achieve a goal or solve the problem.	5 Staff support young people to try more than one way to meet a goal or solve a problem (e.g., staff tell young people to devise more than one solution, try another approach; staff structure activity to use different processes to anticipate or solve a problem).	<input type="checkbox"/>	