



## Supporting your Mentee in Using Viewpoint

### **Introduction**

Viewpoint for intandem provides an opportunity for mentors and volunteer coordinators to:

1. Enable young people to undertake self-assessments in relation to their confidence, self-esteem and social isolation and review progress
2. Record details of changes in social relationships and review progress
3. Record objectives for each young person and monitor progress

In most intandem services, the mentor will only use Viewpoint when supporting and guiding their mentee to undertake self-assessments in relation to their confidence, self-esteem and social isolation, and helping the young person review their progress.

In the self-assessment meeting, as a mentor you will also help the young person record their social relationships so that any changes to these can be tracked over time.

Viewpoint is not a convenient mechanism for mapping these, so paper-based social circles have been developed. When completed, these will be sent to your volunteer coordinator who will be responsible for recording the map of social relationships on Viewpoint.

Similarly, the volunteer coordinator is likely to be responsible for entering on Viewpoint the objectives suggested and agreed with your mentee. Your volunteer coordinator will provide guidance on how they wish these objectives to be recorded in the forms that you complete on a regular basis.

This document provides guidance on the use of Viewpoint by the young person to undertake their self-assessment of confidence, self-esteem and engagement with the local community. It also provides guidance on the use of the paper-based social circles to record the young person's view of their social relationships.

There is separate guidance on recording social relationships and recording objectives on Viewpoint. Your volunteer coordinator will be able to direct you to these if necessary.



## Core Outcomes

The wellbeing indicators against which progress will be measured for young people with an intandem mentor are primarily:

1. Healthy: increased confidence and improved self-esteem, improved social relationships and reduced isolation
2. Included: more engaged with the local community and school

Five core outcomes have been identified for the intandem programme.

- children have increased confidence;
- children have improved self-esteem. Social and Community
- children have improved social relationships;
- children experience reduced isolation;
- children are more engaged with the local community.

We also plan to measure your mentee's progress in education (eg school attendance) and the wider impacts on their family, but these will be done through your volunteer coordinator.

## Measuring Progress

The expectation in all mentee matches is that the relationship will be long-term. Given this, progress against the five core outcomes should be measured at 3 monthly intervals from the date of the first collection of the self-assessment data.

It is normally the responsibility of the volunteer coordinator to ensure that the mentee's self-assessments are collected every three months.



## Accessing the self-assessment questionnaires

Each mentee has a unique login. Your mentee will have been set up as a “user” on Viewpoint. Your volunteer coordinator will provide you with their unique log in and password.

Viewpoint for Intandem can be accessed on any device with an internet connection. Using the browser on your chosen device go to [www.vptol.co.uk](http://www.vptol.co.uk)

**Welcome to ViewPOINT**

**Please log in**

Organisation

Login Id

Password

**Log in**

1. In the box labelled Organisation enter INTANDEM2
2. Then enter the login and password for the young person

Then click on LOG IN and you will see three options:



## Completing the questionnaire: Young Person Evaluation v3

Viewpoint is designed to be easy and fun to use with a graphics option which can be customised by the young person with dragon, skateboarding, sport and music themes.

When you or the young person clicks on Young Person Evaluation v3, the first screen you will see welcomes the young person by name and explains that the questions are to find out how s/he is feeling and what s/he does locally. At this point you and the young person can personalise the look and feel of the questionnaire.

If you press this **button**, you can view the options for changing theme, assistant and the overall look of the screen, and you will get a **menu** with options for changing theme, assistant or the overall look including font size and colour.

It also includes all questions and potential answers as sound (press the speaker button) - the voices can also be customised.



The arrows at the bottom of each page allow you to go back or proceed to the next question once you have selected an answer. The % figure tracks your progress through and you can exit at any time by pressing the exit button. Data entered will be saved and the questionnaire can be resumed at the same point. In every question in this section, the smiley faces and colours will be in the same position. For most questions, as in this one, 'Always' is the most positive answer.

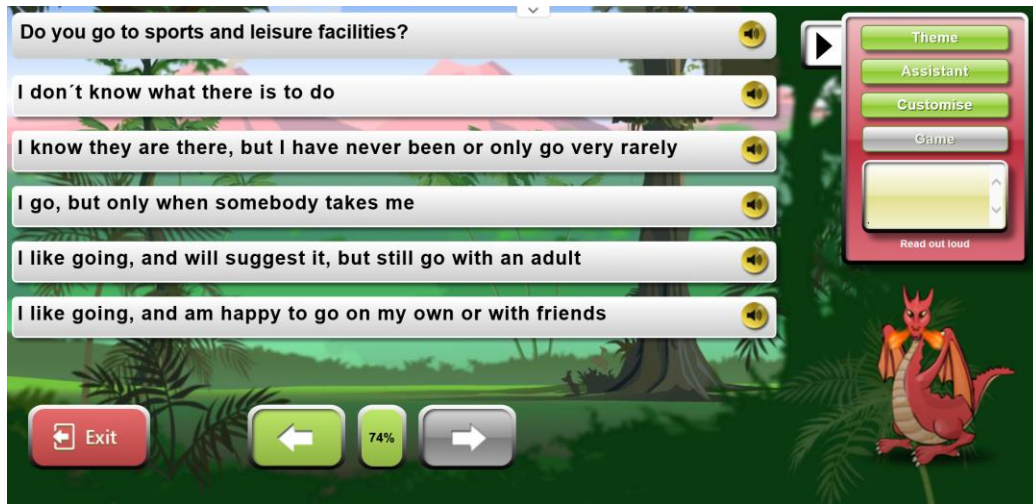


Whereas in questions 7 and 9, 'Never' is the most positive.

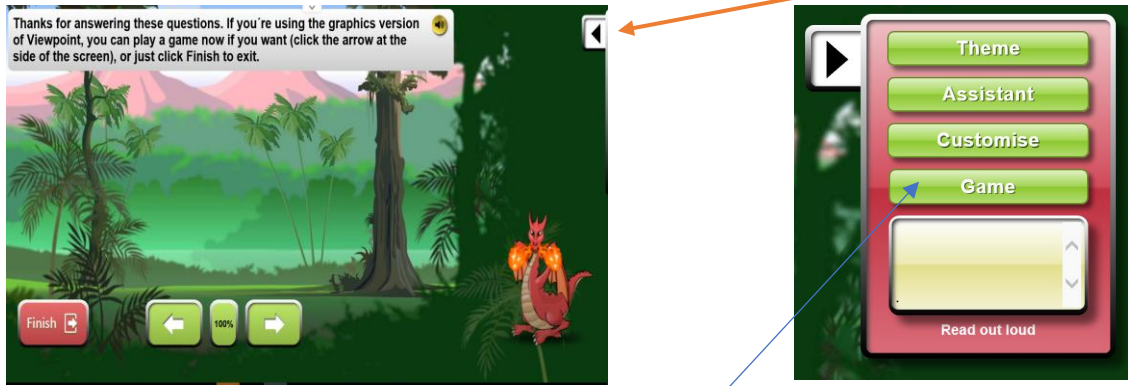




Once the young person has completed the questions about how s/he feels, it will go on to a shorter section on what the young person does locally. There will be five questions each with the same answer options.



Once the second section has been completed, the option to play a game will be available - the young person should select the arrow at the top right.



This will open the customising menu with the game option now activated.





## **Guidance on how to support the self-assessment**

The self-assessment questions are to be answered by the young person, and this will generally be done through conversation with their mentor/mentor co-ordinator. In some circumstances, depending on their age and ability, some children and young people may complete the questions on their own.

The time when you are with the young person to collect their self-assessment is an excellent opportunity to provide them with space to reflect, to emphasise the progress they have made (or discuss the circumstances which have meant that they aren't making progress). You can do this either as they are deciding on their responses, or you can use the visual reporting on screen to look at how their responses have changed since the last time. See *Reviewing the young person's self-assessment* section below.

Exceptionally, there may be times where a child or young person does not want to answer a particular question as it relates to something difficult in the young person's life or s/he does not want to engage with the evaluation process at all on that day. This is not likely to happen often and in such circumstances a specific question can be left for another day (ideally returning to it within 2-4 weeks for consistency) or the whole session can be postponed (again ideally being carried out no more than 4 weeks later).

In either case, it should be made clear that the question(s) don't need to be answered today but will be postponed rather than abandoned. Where a question is always going to be an issue for an individual young person, it can be left but that young person's data will not be included within the wider data collection. All information that can be collected for the individual should be in the normal timescale so progress for him/her can still be measured. Consideration should also be given to developing a case study based on the young person so their experience still contributes to the wider evaluation.

### **The Indicators:**

#### **1. Increased Confidence:**

Five confidence questions are asked:

1. I know the things I am good at and enjoy doing them
2. I enjoy trying to do new things
3. I am good at asking for help
4. I can cope well in new and unexpected situations
5. I am comfortable meeting new people

Guidance on questions:



Question 1 is focused on self knowledge rather than access so if a young person knows s/he is good at swimming and enjoys doing it, that would score high even if it is not something s/he is able to do very often. Identifying a lack of access perhaps due to cost or transport problem is something which can feed into discussions about future activities.

Question 2 and 3 are straightforward.

Question 4 should refer to new and unexpected situations not new or unexpected situations.

Question 5 should be straightforward.

## 2. Improved Self-esteem:

Five self-esteem questions are asked. *Please note that two (7 and 9) use negative statements.*

6. On the whole, I am satisfied with myself.
7. At times, I think I am no good at all.
8. I am able to do things as well as most other people.
9. Sometimes I feel I can't do anything well.
10. I take a positive attitude toward myself.

Questions 6 and 7 should be straightforward.

Question 8 may raise the question of 'what sort of things'. This would be an opportunity to ask how the young person feels about activities eg schoolwork or things the mentor knows they have done. Questions can also be asked about other aspects of self-esteem eg how does s/he feel about making friends or how does s/he get on with other people.

Questions 9 and 10 should also be straightforward.

## 3. Reduced Social Isolation

This section will measure how engaged the young person is with the Local Community and will be measured through a child's progression through a number of stages of engagement:

- No awareness
- Awareness
- Access (at the suggestion of the mentor or other adult)





- Participation (with support of mentor or other adult)
- Ownership (doing it themselves without direction) or leadership (taking the initiative and arranging activities)

The stages of engagement will be measured across five areas of a community's local facilities and amenities:

- Sports facilities
- In school (out of hours) activities
- Community centres/youth club/libraries
- Local facilities - shops
- Other local facilities - e.g. cafes and cinema

The focus in this section should be on what the child knows about his/her community facilities and amenities and the extent to which s/he engages and is based on a discussion with the child rather than the parent(s)/guardian(s).

#### 4. Improved Social Relationships:

We will measure the number and depth of social relationships. The relationships to be measured are:

- people who care about me
- people I can talk about anything with
- people I really like being with
- people I talk to and play games with

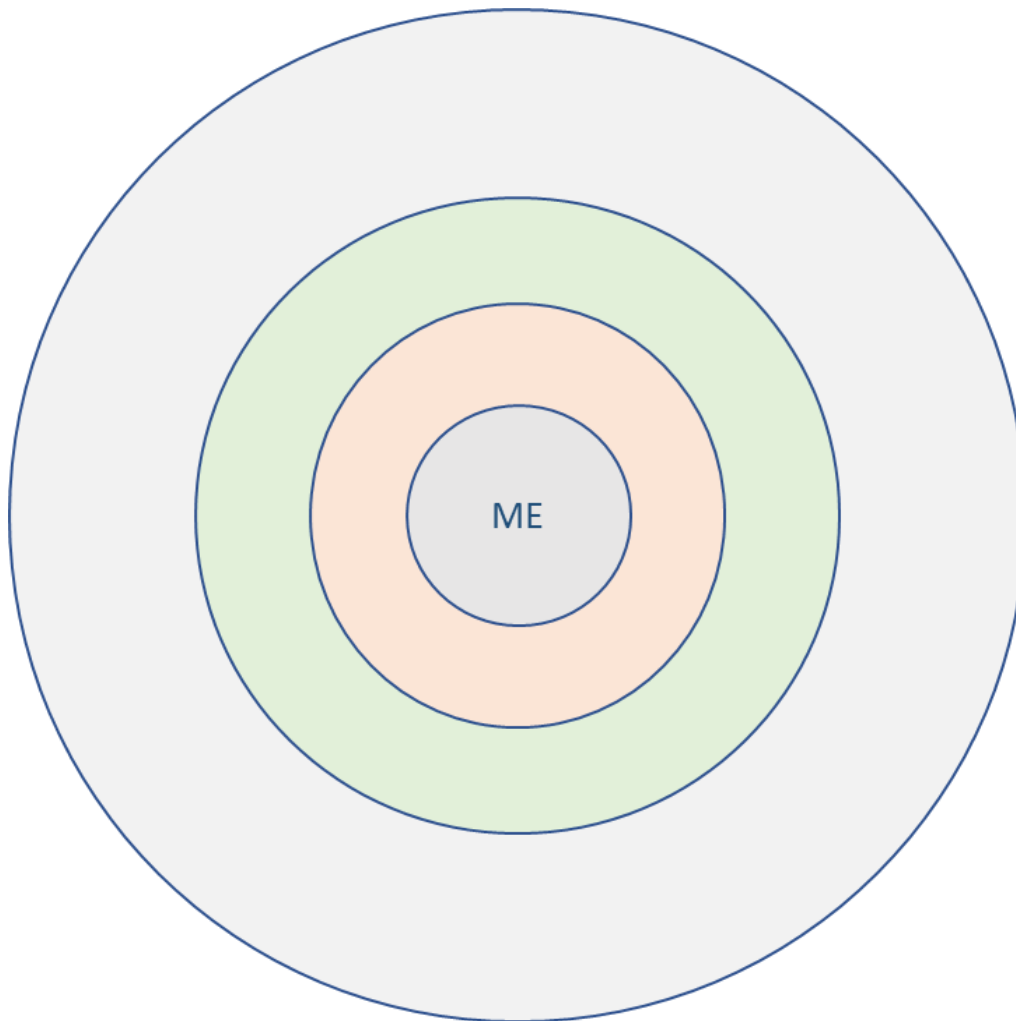
This will be recorded on paper using a social circles diagram with the child at the centre. There are four concentric circles, representing the four levels of relationship described above with the strongest relationships closest to the centre. Measurement of social isolation will be based on movements over time in the total number of people in the social circles described above.

The young person places the names of people who fit each of the relationship descriptions in the appropriate circles. The young person may want to place the same name in more than one circle, particularly if their social network is small. It may help if you explain that each outer ring is covered by the inner ones but if the young person wants to put the same name in more than one circle, that is fine; however, when the information is formally recorded, the name will only be placed in the circle of relationship closest to the child. Some children might choose to draw the people - if

so, you should keep a note of the name of each person - ideally writing it next to the drawing if the young person agrees.

The diagram used for collecting information about the young person's social relationships is shown below.

### **Talk about the people you know**



**People who care about me (inner circle)**

**People I can talk to about anything (second circle)**

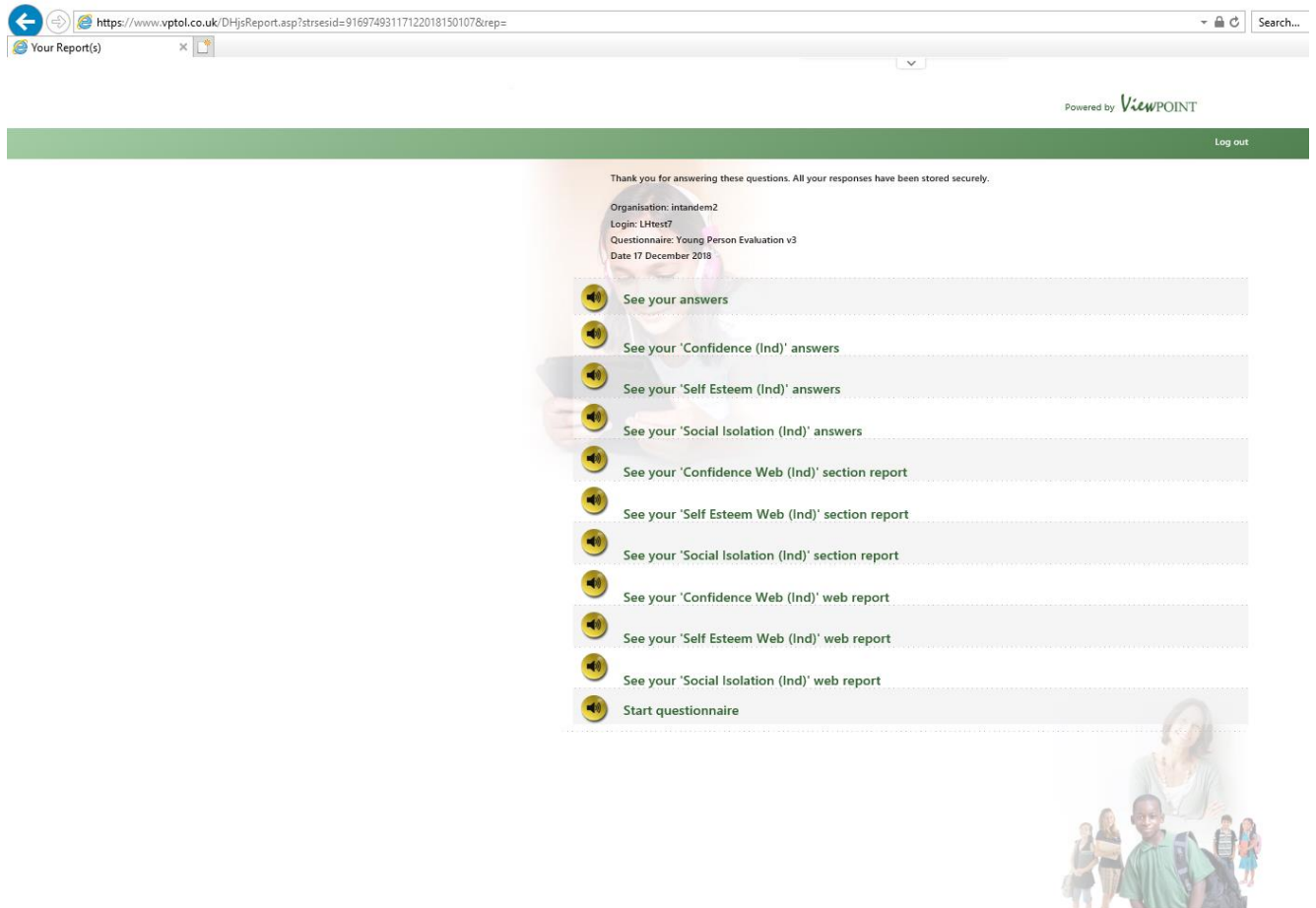
**People I really like being with (third circle)**

**People I talk to and play games with (outer circle)**

## Reviewing the young person's self-assessment

Once the questionnaires have been completed, you can opt to review the answers or look at reports, some of which will show previous responses to the questionnaires.

A long list of possible reports is presented:



Thank you for answering these questions. All your responses have been stored securely.

Organisation: intandem2  
Login: LHtes7  
Questionnaire: Young Person Evaluation v3  
Date 17 December 2018











- See your answers
- See your 'Confidence (Ind)' answers
- See your 'Self Esteem (Ind)' answers
- See your 'Social Isolation (Ind)' answers
- See your 'Confidence Web (Ind)' section report
- See your 'Self Esteem Web (Ind)' section report
- See your 'Social Isolation (Ind)' section report
- See your 'Confidence Web (Ind)' web report
- See your 'Self Esteem Web (Ind)' web report
- See your 'Social Isolation (Ind)' web report
- Start questionnaire

After you have requested a report, the report is created in a new pop up screen. This can be printed (CTRL-P), or saved using your Print Screen button. When you have finished with the report, just click on the cross at the top right, and the pop up screen will close.

If you select the first option, [see your answers](#), you will see the questions which have just been answered. For the first ten questions (which are about how the young person is feeling), you can see the answer recorded and the corresponding smiley face and colour. For the questions about how much they do in their community, the answers they gave are reported:

<https://www.vptol.co.uk/?strSesId=91697493117122018150107&shpr=0> - Individual LHtest7 - Internet Explorer

Responses to questionnaire 'Young Person Evaluation v3' by LHtest7 on 17/12/2018.

1 I know the things I am good at and enjoy doing them.		Not often
2 I enjoy trying to do new things.		Hardly ever
3 I am good at asking for help.		Hardly ever
4 I can cope well in new and unexpected situations.		Some times
5 I am comfortable meeting new people.		Hardly ever
6 On the whole, I am satisfied with myself.		Some times
7 At times I think I am no good at all.		Very often
8 I can do things as well as most other people.		Often
9 Sometimes I feel I can't do anything well.		Very often
10 I take a positive attitude towards myself.		Not often
12 Do you go to sports and leisure facilities?	I know they are there, but I have never been or only go very rarely	
13 Do you take part in after school activities?	I go, but only when somebody takes me	
14 Do you go to community centres or youth clubs?	I like going, and am happy to go on my own or with friends	
15 Do you go to the shops?	I like going, and will suggest it, but still go with an adult	
16 Do you eat out or go to the cinema?	I go, but only when somebody takes me	

There are three other styles of report, for each of confidence, self-esteem and social engagement:

1. The first report just provides an extract of the [see your answers](#) report for the outcome selected: [See your 'Confidence \(Ind\)' answers](#).
2. The second report provides a table comparison of the answers given in this session against answers previously recorded: [See your 'Confidence Web \(Ind\) section report](#).
3. The third report provides a spider's web display of the answers given in this session against answers previously recorded: [See your 'Confidence Web \(Ind\) web report](#).

In reports 2 and 3, the movement in the individual answers is also shown through arrows. All of these reports are illustrated in the next three pages.







## See your 'Confidence (Ind)' answers

<https://www.vptol.co.uk/?var=176990004864|20181217|22&strSeid=91697083917122018122950&ahpr=0> - Internet Explorer

Responses to questionnaire 'Young Person Evaluation v3' by LHTest90 on 17/12/2018.

### Confidence

1 I know the things I am good at and enjoy doing them.	3	 Not often
2 I enjoy trying to do new things.	4	 Some times
3 I am good at asking for help.	5	 Often
4 I can cope well in new and unexpected situations.	5	 Often
5 I am comfortable meeting new people.	4	 Some times

### Confidence totals

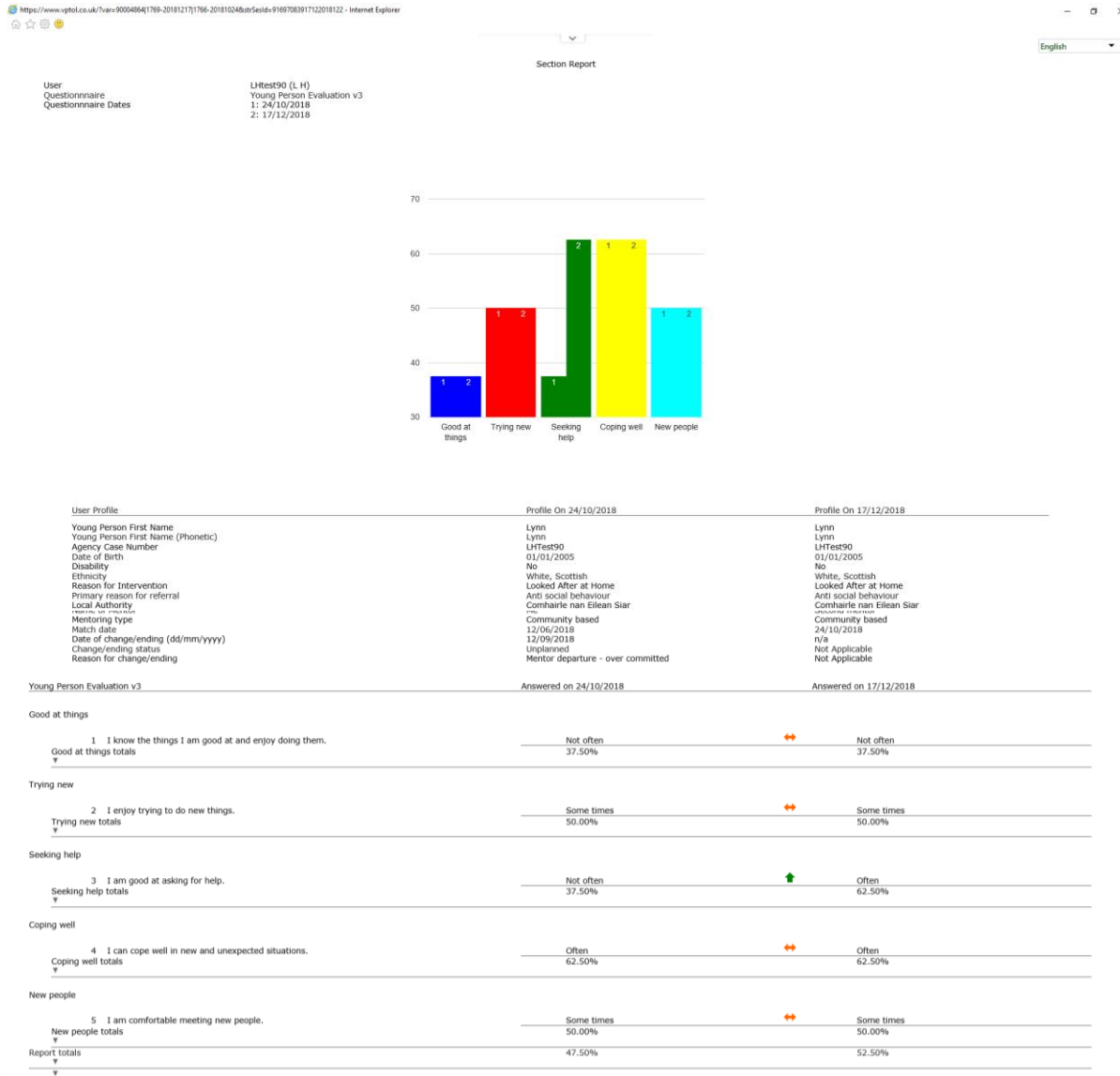
21 of 40 : 52.50%

### Young Person Evaluation v3 totals

21 of 40 : 52.50%



## See your 'Confidence Web (Ind) section report



## See your 'Confidence Web (Ind)' web report

https://www.optol.co.uk/?var=9000484(1769-20181217)1766-20181024&ur=5e1d-9169708391712018122 - Internet Explorer

Web Report

English

User: LHtest90 (L H)  
Questionnaire: Young Person Evaluation v3  
Questionnaire Dates: 24/10/2018



Date  
17/12/2018  
24/10/2018

Young Person Evaluation v3	Answered on 24/10/2018	Answered on 17/12/2018
<b>Good at things</b>		
1 I know the things I am good at and enjoy doing them.	Not often	Not often
Good at things totals	37.50%	37.50%
<b>Trying new</b>		
2 I enjoy trying to do new things.	Some times	Some times
Trying new totals	50.00%	50.00%
<b>Seeking help</b>		
3 I am good at asking for help.	Not often	Often
Seeking help totals	37.50%	62.50%
<b>Coping well</b>		
4 I can cope well in new and unexpected situations.	Often	Often
Coping well totals	62.50%	62.50%
<b>New people</b>		
5 I am comfortable meeting new people.	Some times	Some times
New people totals	50.00%	50.00%
Report totals	47.50%	52.50%