



The Rickter Scale® Feedback Pack

The following is a presentation of some of the feedback, articles and evaluations that we have received from Rickter Scale® Practitioners and User-agencies.

We hope it will help provide a valuable insight both to the current application of the Rickter Scale® and its potential use - perhaps within your own organisation.



This file is updated regularly, and we value your contributions. These will be considered for inclusion during future updates.

All materials and correspondence used within this document appear with their authors' permission.

CONTENTS

<u>Title</u>	<u>Page</u>
Practitioner Feedback	3
Manager Feedback	4
Associate Feedback	5
Telephone Interviews	6
Articles	8
Case Studies	9
*Reports	
<i>Improving participation rates Post-16 in Burnley/Pendle - Report to Lancashire Learning and Skills Council</i>	11
<i>Report to Scottish Enterprise New Futures Fund Team - Based on the Implementation of the Rickter Scale</i>	13
<i>Knowsley Children's Fund Training 2001-2004 Evaluation</i>	15
<i>Connexions National Evaluation and Research Strategy - Developing good practice in Connexions: Techniques and Tools for working with Young People</i>	17
Contributions	19
Frequently Asked Questions	21

Additional resource: *Effectiveness and Efficiency of the Rickter Scale report

*Felix Hirschburger from the University of Zurich compiled an in-depth report on the Rickter Scale and its usage entitled "Effectiveness and Efficiency of the Rickter Scale in helping people to make progress" As part of his research in compiling this evaluation Felix interviewed a large number of both Clients and Practitioners within the UK. This comprehensive 103-page report is available on request by calling 01463 717177 or by email: info@rickterscale.com

Practitioner feedback



The following comments have been submitted to us by Rickter Scale Practitioners, following their training and subsequent use of the Rickter Scale with Clients.

Very purposeful tool. Client centred, non-threatening, easy way to engage clients and explore a range of issues. Allowing the capture of movement in softer outcome areas. Enjoy using it as a Practitioner – very good assessment tool.

Jane Sephton, Personal Adviser Connexions Greater Merseyside

I have never attended a training day that has made an impact in the way that the Rickter training day did. Not only did it have an impact on the way I will work in the future, but on a personal level I suddenly felt very empowered. I was able to address issues in my life that I had been aware of, but lacked the motivation to do anything about. Prior to Rickter the task had seemed too enormous and I didn't know where to start. I feel like a cloud has been lifted and I can see the route I want to take. Thank you. I hope my clients gain as much benefit as I have.

Lesley Clarke, Barnsley LEA

I have found Rickter to be an extremely useful tool for enhancing initial assessments and producing meaningful action plans. As part of my project I have to use certain pieces of paperwork but I find that the time I spend on Rickter is much more valuable and productive. Since starting to use Rickter, I have found that my clients are better motivated, have a better understanding of where their life is going and what to do about it and a much better ownership of their action plans. It is very rewarding to watch them engage and to start to take control for areas of their lives where they have felt disempowered.

**Catherine Groves
(Former) Fixers Manager
The Social Partnership**

I am a Transition Learning Mentor in Nottingham working with Year 6 pupils in Primary Schools and Year 7's in Secondary Schools. Last Year I really struggled to evaluate the impact of the work I do with individual pupils, I had lots of qualitative evidence, but very little quantitative data. This year however I have used the Rickter Scale with pupils on their first session, then again either as a review or as part of their exiting sessions. It has been such a success. Firstly, I have been able to 'prove' to other people with graphs and statistics etc that my work with individuals is really worthwhile. But, most importantly, it has been such a pleasure to see the pupils working towards their 'desired state', they can really visualise where they are and where they want to be. During an exit session I had with a Year 7 girl recently she was really excited to be using the board again and when she realised how far she had progressed towards her desired state her face lit up. She was thrilled to see that she was well on her way to her goals and could clearly express how she had achieved it and what she was still going to continue to do in the future! Thank you so much for the opportunity to use such an innovative tool with the young people that I work with!

**Katherine Fatherley
Transition Learning Mentor
Fairham Community College**

The Rickter Scale is very client-centred and gives the young person some genuine ownership of the process.

It is also a useful tool for informing the APIR process.

I have received good feedback from the people I have used it with.

**John Parr
Personal Adviser**

Connexions Greater Merseyside

I have enjoyed using the Rickter Scale and have found it invaluable in allowing pupils to explore and assess their feelings around a range of issues which may be affecting their progress - both in and out of school. I have found it especially useful when a child is newly-referred, or a little withdrawn, as the absence of the eye contact allows the pupil to focus and reflect on their responses without feeling uncomfortable. The board is very portable and user-friendly, and pupils often ask to use it in subsequent sessions as they have found the experience rewarding. As an assessment tool, I have found it is the only effective way that allows a pupil or mentor to measure a pupils' emotional progress. The carefully structured wording of the questions prevents the facilitator from inadvertently influencing the outcome, this increasing the accuracy of the measurement. I also use it periodically to review progress, as the comparison between results can reinforce achievement, enhance motivation or highlight problem areas.

Pauline Severs, Gateacre Comprehensive School

This has become a very useful tool, especially with the use of language and getting Young People to consciously understand what was unconscious before. I have used it on two young people and it had a really positive effect on a young volunteer who lacked confidence. She has gained in confidence and is able to give positive feedback towards learning positively. For example, she can now tell me if she feels that something was said or done wrong by others to enhance or verify her information, without feeling that she was attacking anyone.

Manager feedback



The following comments have been submitted to us by Management Teams following their staff completion of Rickter training.

Hi, one of my staff has just returned from your Rickter Scale training and given it 10/10. She was inspired by your training and very much sold on using the Rickter Scale with young people. May I also add my thanks. *Other* staff from Guidance Services (part of Connexions), have also given the same feedback.

Kevin Cruise, Centre Manager, Selby Connexions

Having used the Rickter Scale for some time now I have found that our Learners are very comfortable with it. It is an excellent measuring tool, motivating learners and encouraging them to reflect on how far they have travelled.

Jane Hunter, Manager, Transition

I write to express my thanks for this session. The session gave awareness of the power of the Rickter approach – but more than this, it provided insights for follow up in my work on motivation. It also showed how a training session should be run to bring about a lot of learning in a short time. Thank you very much.

Martin Smith, Managing Director, Bamford Taggs Ltd

“I feel that the Rickter Tool, when used correctly, can focus both the Learner and the Employment Advisor and therefore bring a more rapid rate of progress and greater results - in often a shorter space of time. .”

Many thanks for an excellent training programme; very well-presented, informative, participative and facilitated with great clarity and good humour. You have given me the confidence to use the Rickter board in a variety of contexts, and I look forward to discovering its true potential over the coming weeks and months. Thanks also for pointing me in the direction of your excellent back-up and support services, provided through your office and web-site. It's a real comfort to know that on-going support is available; as this makes sure that the learning and development continues long after the training has finished. Thanks once again for an outstanding learning experience.

John Perry, Managing Director, Counselling for Effective Learning

As a practitioner I feel that the Rickter Scale has allowed a deeper understanding of the Learners I have been involved with. It has cultivated a more honest and open environment for discussion and has led both myself and the Learners to acknowledge and understand the issues faced by those who have had drug misuse problems. The Learners have been more focused upon how smaller aspects of their daily life have impacted on the 'bigger picture' and have been able to connect various issues and develop their own direction through their barriers and thus take control of their own lives.

From a Managers point of view I feel that the Rickter Tool, when used correctly, can focus both the Learner and the Employment Advisor and therefore bring a more rapid rate of progress and greater results in often a shorter space of time. The Rickter Tool allows the Learner to identify and discuss all possible barriers in the early stages of their relationship with their Employment Advisor, some of which historically has only come to light weeks, even months, into their involvement with Progress2Work.

This has a two-fold benefit, firstly, the Learner receives a more rounded service with a more direct approach than was often possible in the past, and secondly the Employment Advisors have a better insight to their Learners and therefore can access the most appropriate services for them at an earlier date...ultimately providing more opportunity for positive outcomes.

Lesley Trotter, Team Leader: Progress 2 Work, The Social Partnership

Associate feedback



The following are excerpts from the thoughts and comments provided from just *some* of our Associates/Trainers, following the completion of our 3-day Associate events.

<p>“An excellent three days”</p>	<p>Trainers Training - fascinating, stimulating, steep learning curve and affirming the Quality and Value of Rickter. The last three days have allowed me to re-explore the concepts and ethos and I am confident of my knowledge and understanding. I look forward to putting it into practise. An excellent three days, thanks. Alan Blair, Next Steps Scotland</p>
<p>“Keith’s preparation, knowledge and delivery were excellent. His enthusiasm and ability to stimulate the participants made it a very enjoyable course”</p>	<p>I found the course content both informative and interesting. It was most relevant as it not only increased my knowledge of the 'Rickter Scale' and its history, but it also demonstrated how the Rickter Company wants their representatives to deliver and prepare training. I enjoyed the NLP approach and working through the models. Keith's preparation, knowledge and delivery were excellent. His enthusiasm and ability to stimulate the participants made it a very enjoyable course. He showed flexibility in meeting the group and individual needs, whilst keeping the programme on track. My feelings are that the course certainly met the objectives as outlined in the introduction - and more. I believe the delivery allowed the group to develop a good rapport both with the tutor and within the group. This stimulated lively contributions from all participants and a sharing of personal experiences. I certainly came away feeling I had learnt something and with an enthusiasm to put it into practice. Well done. Carol Watterson, Eric Watterson Technical Services</p>
<p>Both Trainers were excellent, knowledgeable and very supportive. Debbie Clist, Careerfinder Somerset</p>	<p>I have enjoyed being with the group and learning from the variety of experience that has been shared generously. Roz May, Thoughtways</p>
<p>I found the three days very enjoyable and a powerful learning experience. Slightly different in approach to training than I had expected or am used to, i.e. more 'psycho-dynamic', but I found this useful in reinforcing the learning. Met initial expectations and I now feel confident, competent and comfortable about delivering training. Hugh Cairns Lanarkshire Association for Mental Health</p>	<p>“I found the three days very enjoyable and a powerful learning experience”</p>
<p>“An excellent three days”</p>	<p>Not what I expected - totally different to any training undertaken before now. Loved the discussion both in and out of the training room. Three very thought-provoking days AND a reminder to maintain my faith in Rickter. Alan Ford, Deelands Hall Association</p>
<p>“One of the really interesting factors has been the way a group of complete strangers have worked together to produce such a POSITIVE three days”</p>	<p>Very intense, activated the grey matter. Made me feel committed to the 'training' - extending/encouraging the use of the Rickter Scale. Given me an added interest, which can be directly related to the Client. One of the really interesting factors has been the way a group of complete strangers have worked together to produce such a "POSITIVE" three days. Catherine Graham, Hope Service</p>
<p>This has been one of the best training sessions I have been on. The course was really quite inspirational for me and gave me a renewed confidence in my own abilities. I thought the group were brilliant to work with and we all got on well together. Thank you very much for a thoroughly enjoyable and motivating three days. Robbie Hawthorne, Careers Scotland</p>	<p>“This has been one of the best training sessions I have been on.”</p>

Telephone Interviews



<p>ADDICTIONS</p>	<p>DH has used the scale twice on existing clients who are coming to the end of their involvement with the project. He said that he has found the scale a particularly useful tool, and also pointed out that the scale will replace their existing care plan structure when they have their next client intake. Their Clients are very keen on the board and view it as a non-threatening, safe concept, allowing them to express themselves without worrying about saying the <i>right</i> thing. He has used the scale over a three-week period with two clients and has found the distance travelled to be significant, even over such a short space of time.</p>
<p>CAREERS</p>	<p>DA has used the scale with one client so far. He purposely selected a client he was familiar with for the first attempt and it went well. As far as he is aware the client also enjoyed the session. He found himself not worrying about the script and says this must be down to the training. Prior to training the Rickter Scale had been described to him as a basic skills assessment tool and he says he was pleased to discover it is in fact a "brilliant interview aid". He feels it will be useful for most of their clientele, but in particular those who are not very forthcoming.</p> <p>JC has been finding the Rickter Scale very useful as a discussion tool. She says it has shown her how damaging it can be to have your own agenda for a session, as many times the issues that she has thought the clients would like to discuss have not been what they did end up talking about. Thus she thinks it is good that the Rickter Scale lets the client set their own agenda. J.C was surprised to find that clients are not in the least uncomfortable with doing the Rickter Scale. On another occasion when a client whom she knew quite well gave some unexpected answers, the board allowed for a much deeper discussion.</p>
<p>ETHNIC MINORITIES</p>	<p>EM very, very pleased with the Rickter Scales' effect on their project. Mentioned that the translation of frames of reference could be helpful. Using the life board, but have amended some of the questions so as not to offend i.e. the alcohol question is replaced by one on family. Feels that the Rickter Scale compliments other systems which they already have in place and that it offers a systematic approach.</p> <p>LM says that the Rickter Scale has given them so many ideas. They use it as an assessment tool and find it has worked really well. A few clients have been hesitant about it at first, but just because they are nervous about trying something new for the first time.</p>
<p>LONE PARENTING</p>	<p>PB stated Rickter Scale is a useful tool to highlight progress, well received by clients, and they appear comfortable after initial hesitation. Described Rickter Scale as a "great door opener", finding it produces <i>lots</i> of information. Placed emphasis on the time involved using the board and the large number of clients they have to get through. However, was keen to point out that although the Rickter Scale may be time consuming, it is most definitely worth it.</p> <p>EC was really positive about the Rickter Scale saying they use the lifeboard with specialised groups - single parents and incapacity clients. She said at first clients can be sceptical but a few questions in and they begin to see the purpose of the board. EC thinks it has been really useful and successful - 3 out of 6 clients interviewed with the Rickter Scale have re-entered work.</p>
<p>MENTAL HEALTH</p>	<p>RP using the scale with some clients primarily as a tool to prompt conversation. Likes the board because she feels it helps the client focus, open up and most of all because it is enjoyable for them.</p> <p>Although A.M. is working with the Lifeboard and feels that an Employment overlay may be more appropriate, because they work with the whole person she finds that issues are often raised that will in turn affect Clients' employability anyway. Finds the Administration system is really practical - both for herself and the client to understand.</p>
<p>OFFENDERS/PRISON SERVICE</p>	<p>RH uses the scale a lot and says the clients genuinely seem to enjoy the using the board, seeming to find the whole process therapeutic. It not only produces loads of information, but is also proving good for counselling. Stated that the Rickter Scale has had a great impact on their project as a good means of demonstrating effectiveness.</p> <p>C.W. Using with some clients, introducing the Board after their release. Likes the fact that it is a consistent tool and that it allows clients to look at things in a refreshed way.</p>

SCHOOLS	
<p>SC has used the Rickter Scale with a group of 18 sixth formers - with excellent results. They wanted to determine opinions about moving into higher education. The group were all from backgrounds where no-one in the family had ever gone on to higher education. The Rickter Scale was used as an interview tool - not for specific action planning. SC and his colleague felt that using the board helped the young person become aware of the possibilities and helped them believe that they could do it, if they really wanted to. It helped the pupils see that they <i>were</i> capable and could achieve the move on to university. The plan is to review the group again at the end of the school year to see how their thoughts have developed.</p>	<p>SD said they have been using the scale with children with learning difficulties and have been very impressed. Feels that the board is ideal for their client group- simple and easy to use and the kids find it friendly and fun - they react much better and the success is higher.</p>
SOCIAL INCLUSION	
<p>TC has used it with quite a few clients now and things are going well. He is finding that the Rickter Scale is helping him avoid becoming stuck in areas that were previously very difficult. The feedback he has had from clients has shown that they like using the scale because it is removing the focus on them. Rather than sitting with someone, looking at them and waiting for answers, they have something to do that also allows them to chat. He thinks the questions fit in well with their clients' needs.</p>	<p>SF using the board regularly (a couple of times a week) with newly registered clients and feel that other colleagues could benefit from being trained. They use the board initially to assess need and help identify barriers to employment and then conduct a follow-up after 13 weeks. SF feels things are going very well and that the board has helped address a lot of the barriers and problems that exist for their clients and has shown to them how they have progressed. He also says that the clients have enjoyed using it.</p>
SUPPORTED HOUSING	
<p>AB likes the Rickter Scale, though she does not use it with all clients - use relative to perceived need. Initially, clients are a little sceptical and/or apprehensive, but once reassured they enjoy the experience and find that they have much more scope to discuss issues.</p>	<p>M.B. believes the Scale is focused, directional and raises awareness. As clients do not always open up, the board is an opportunity for them to share information, be it now or later as it lifts barriers even though this might not be immediately apparent at the time of interview.</p>
TRAINING PROVIDERS	
<p>JM has used the scale for all initial interviews, but as yet hasn't completed any follow up interviews. The clients find the scale fun and new and it opens them up more than a normal conversation or interview would. Although the time factor might become an issue at a later date, at the moment she likes to take her time anyway. The clients move at their own speed and things simply take as long as necessary.</p>	<p>PC thinks the RS is 'brilliant'. Has used it loads and finds the young people really prefer it - they find it easy to understand and interesting. He mentioned the clients find it harder to disguise the truth and that it brings out more info. Generally finds it makes the initial assessment phase much easier. The young people really enjoy seeing the movement.</p>
VULNERABLE/AT RISK	
<p>KM stated the Rickter Scale is going really well in their first uses of it with high school at-risk students. It really brings out some issues more clearly than any other initial interview they have done. The only challenge for them is that it takes 1 hour to do (which they acknowledge is absolutely justified), but they cannot always find the hour for each of their students. They are really excited about using the Scale further.</p>	<p>PJ has used the RS on a few trainees and is really impressed with it. A lot of information has come to the surface through the board. The Clients did at first view the Rickter Scale in a light-hearted manner, but as time goes on they have come to appreciate its' worth. Clients have been able to see their movement and it has made them feel better and their situations seem easier.</p>

Selected Articles



INTOWORK

Measure of success

Rickter Scale training offers the Intowork Team a new way to measure and value soft indicators.

Soft indicators such as confidence and self-esteem can be extremely difficult for projects and service providers to quantify or measure.

So when the Intowork team heard about training on the Rickter Scale, a way to measure soft indicators, they jumped at the chance.

The Rickter Scale has been designed to frame questions so that a clear visual picture can be formed and progress can be measured in a more tangible way. Resembling an abacus, the scale has large sliders which can be moved from 0 – 10 to indicate how the user feels about a particular subject.

Giving the user control to answer the questions based on their own feelings, and then being able to produce a visual picture of their progress, both motivates and empowers users. Through conversation with the practitioner, users are encouraged to look at their answers, identify strategies that have been successful in the past, and apply these to their current situation

Other groups who have implemented the Rickter Scale reported that users enjoyed being able to visually chart their progress in certain areas.

"People feel more comfortable because they actually use the tool themselves, they can operate the scales" says Employment Development Officer Neil McLeary, who attended the training session. "This allows the client to participate more fully in their assessment, and view their results in a more quantitative way."

Colleague, Jim Campbell agrees "It takes the focus away from an interview scenario. The client is able to focus on the board rather than face to face contact. They feel in control of the situation and the way in which they answer."

Intowork West Lothian are one of the forerunners within West Lothian to investigate the Rickter Scale, and four members of the team are now registered practitioners. "I think it will prove to be a very powerful assessment tool," says Co-ordinator, Anne Reid.

"It is flexible so that we can tailor it to suit our clients and services, and it will allow our clients to see how much they have progressed in areas that are otherwise very difficult to assess."

First published in Insight, Intowork West Lothian Newsletter, Summer 2002

www.intowork.org.uk

The Rickter Scale

On 21 May eleven York College staff, mainly tutors and student services staff, were trained to be Rickter Scale practitioners.

The Rickter Scale is a strikingly innovative tool for assessment and motivation. It is designed to overcome the barriers to communication that often exist between the student/client and the tutor/professional helper.

The practitioner is required to follow a set of questions based around ten different topics: Employment/Training/Education; Accommodation; Money; Relationships; Influences; Stress; Alcohol; Drugs; Health; Happiness. The client then responds to each question by moving a numerical scale on the Rickter Scale board. This rating scale is then used to engage the client in wider and deeper discussion about each subject.

Chris James and Gerry Solich were asked to comment upon the usefulness of the Rickter Scale, and to explain how they had used it in their different roles as Welfare Adviser and Support Tutor respectively. Chris viewed the Rickter Scale as an unobtrusive outlet for communication. He explained how it is an easy way of telling a story, whatever the story is – it removes any hint of a confrontational situation. Chris also highlighted that the Rickter Scale freed him from having to write notes and instead enabled him to concentrate on the learner.

Gerry commented upon the ability of the Rickter Scale to encourage the learner to come up with the answers. He added that the Rickter Scale was solution orientated rather than a problem tool. He gave the example of one particular learner who had begun to realise how his attitude was impacting upon other areas of his life. Overall Gerry felt the reactions of the learners he had used it with had been quite amazing. Interestingly, Gerry claimed that learners did not seem afraid to talk once they have got their finger on the slider. He added: "their dreams, hopes come out."

Both Chris and Gerry felt they would recommend the Rickter Scale to other colleagues.

First published in TLC The teaching and Learning Chronicle, York College October 2003 Issue 1

www.yorkcollege.ac.uk

Making good use of the Rickter Scale

Connexions may well be breaking new ground but anyone 'disturbed' by the titles suggestion of earthquakes can rest assured that the context here is completely different!



The Rickter Scale is an assessment and motivational tool that enables young people to access their degree of concern about various issues and how far they have gone to resolve them.

Four personal advisers, Steve Baguley Pilot Coordinator and five staff from Derbyshire Career Services were trained how to use the Rickter Scale in October last year and evaluation took place a month later.

Feedback regarding its use by personal advisers was very positive. Comments included:

"you can get to the relevant issues straight away and obtain very useful background information"

"very user-friendly – young people are always in control"

In view of the success Rick Hutchinson from the Rickter Company will deliver more training, bringing the total staff able to use it to 30.

First published in Derbyshire Connexions Partnership Newsletter, February 2002, Issue 2

www.connexions-derbyshire.org

Case Studies



Case 1

The Practitioner concerned has only used the scale once, but with very positive results. He sees the clients pre-court, and this acts as a 'final warning' before they get into more serious trouble.

The Practitioner used the Rickter Scale with one client who was involved in a large theft. It transpired via the use of the scale that she had major issues with her family, boyfriend and school. Previously she had been a very uncommunicative young lady, but the Rickter Scale really 'brought her out of her shell and created a talking space'.

The outcome of this case has been that this girl is due to be 'cut loose' this week and has hopefully transformed from the client with low self-esteem that she was initially. A Rickter Scale review is to be carried out next week prior to her leaving.

The Practitioner states that the Rickter Scale has definitely had a real impact in this particular case. He likes that it is a really physical presence and offers the clients themselves a purpose during the interview.

Case 2

This Practitioner used the Rickter Scale with a Client who had a learning disability and was epileptic. The Client on arrival made no eye contact and he chose to communicate very little. His mother did most of the talking for him, but after some persuasion he did agree to another appointment. Arrangements were made for the Client to come back by himself.

Immediately the Client took the board into his hands, he sat up, and gave his attention to it. From undertaking the scale an Action Plan was agreed with the Client. He identified his main goal was to have his own living space and make choices.

We talked about how he could do this and he suggested that he would need to be employed and earn money to live independently.

On discussion he recognised that he needed training and experience within a working environment. A placement within retail was sought and secured as this was his chosen area of employment. It was agreed that he would initially try this for six weeks.

This placement was regularly monitored, with both the Client and the Employer giving input to training and support needs. It continued for a period of six months at which point the Rickter Scale review was carried out. The Client gained experience and started to apply for work on the open labour market. He wanted to move, not just away from home, but away from the area and felt confident enough to voice his opinion and to put into action his wishes. His parents had friends in another region of Scotland and agreed that he could go there if he could find a job, and that he would accept help from the family friends if he needed it. The Client successfully secured employment and he got his own flat. He also supported a friend with similar disabilities to come and share the flat and gain employment.

A year has passed during which the Client has changed his employer increasing his wages and experience and has become a valued member of the staff team.

Most importantly he has achieved his goal and is living independently. His social skills have grown and he has made friends within this new community.

**Nan Wood,
(Former) Employment
Development Organiser,
Hope Service**

Case 3

This Practitioner has been using the scale regularly. She had a particularly successful experience with a young girl who had been refusing to eat for three weeks.

The Client started to see connections between her acts of attempted control through not eating, and her unhappiness and now realises there are other ways in which she can take control. This will hopefully allow her to improve her health and move forward.

Case 4

One particular client found it very hard to come out and say what she felt. After a Rickter Scale Practitioner had used the board with her on a previous meeting, she met up with her again and tried to chat but the client then actually asked if they could use the board again. This resulted in them communicating much more easily about deeper issues. The client is now much more open and finds it easier to communicate freely.

Case 5

I attended your Rickter training on 20 December (Connexions Tees Valley) and I am pleased to say I have now had a few goes with the board with different clients and thought you may be interested to hear the results of one particular case.

I have been working for some time with a lad who has had loads of issues to deal with. He was evicted from home because he had problems with alcohol and when he had been drinking would become violent.

To cut a long story short, it turned out he had been sexually assaulted in an extremely violent way and as a result had turned to alcohol (he couldn't face admitting to anybody about what had happened and only opened up to me after several sessions).

He is now back home and the abuser has been arrested and his mum and dad now know what had been going on. Over the last couple of months I've managed to get him secured in training etc so I decided to do Rickter with him last week so he could see for himself how far he has moved on.

I also wanted to do Rickter with his parents (with the lad present) to see where they felt HE was at. I wasn't sure if it would work, but I am delighted to say it did. I did a home visit on Tuesday night with the lad and both parents. I explained what it was all about and had the lad's results from last week with me. It opened up all kinds of discussion and made them all aware of each others feelings. His parents had not realised what he had been dealing with and how depressed he had been, but equally the young lad had not realised how his alcohol abuse and violence were affecting his family. We ended up in discussion around the issues on the Rickter board for about an hour. It ended in such a positive way and I do believe that they all benefited from it.

I have reported the results back to my line manager and she has asked me to feed this back to our office at the next meeting so that hopefully it will help with confidence for other Personal Advisers when they start using it.

I am really impressed with the Rickter Scale. Its' simplicity helps put the clients at ease

and all the young people I have done this with have gone away feeling much more positive. My work tends to be intensive support with clients who have been abused or suffered with depression and anxiety issues. I have attended a lot of counselling and motivational training and by using what I have learned through them together with the Rickter I feel confident that I will be able to help these young people much more effectively. Thank you. It was a great session.

Kerry Dawson, Personal Adviser, Connexions Tees Valley

Case 6

This Practitioner has been using the scale regularly and found it really helped with a Client who was difficult, in that he was always very negative and completely lacked motivation.

The Practitioner was impressed with the Rickter Scale's strong focus on happiness and confidence, - which were central to this particular young clients problems. The end result is that the client engaged with the Rickter process very well and it has helped him enormously.

Case 7

"Dave", 21, was homeless and long-term unemployed. He had a number of personal issues that were holding him back. He was referred to the Cyrenian

City Community and moved on to private rented accommodation, as part of the Cyrenians Rent and Deposit Guarantee Scheme. Throughout this time he was able to access support through the ETE team. Initially Dave was referred to Venture Scotland, attending a number of team leadership courses and was part of their Millennium Volunteer programme. Following this and after discussion with a Cyrenian ETE worker, he started a communications course at his local college.

"The personal development board (the Rickter Scale) gave me a chance to look at myself and to prioritise things in my life.... You have really helped me in getting motivated for college and to change certain aspects of my life for the better."

Since then he has successfully moved onto a placement with 'Standard Life' as part of their 'Work Life' programme. This enables homeless agencies to nominate people who are committed to starting work but who do not have any formal qualifications or previous experience. This excellent opportunity is for six months.

Edinburgh Cyrenians

Website: www.cyrenians.org.uk

Improving participation rates Post-16 in Burnley/Pendle

Report to Lancashire LSC: Peter Dixon, Education Management Consultant

(Used with permission)

THE “RICKTER” PROJECT: SUMMARY

MAIN FINDINGS

- The attitude of parents and students to staying in full-time education at 16 plus is very positive. The problem does not seem to be apparent at the end of Key Stage 3. The problem emerges during Key Stage 4. The reasons for this may relate to curriculum experience, influence of peer pressure, economic necessity, problems with transition to more adult learning environment or other factors. The particular problem in the area requires further investigation.
- A significant proportion of students revealed issues affecting their education which had been previously unknown by schools. These could result in opting out of full-time education without proactive intervention and support. Remediating half of these issues would generate staying on rates which would be comparable to other areas in Lancashire.
- The data was significantly affected by the single-sex school. Attitudes were consistently more positive for girls than boys, particularly in an all-girls school.
- The Rickter evaluation process was highly effective in generating quality information.
- This year 9 cohort needs to be tracked through Years 10 and 11, to assess the alteration in the perceptions of parents and students. The Rickter process will allow this to occur since baseline data has been established.
- The information presented in the report is very powerful, since it represents the first-hand opinions of the ‘client’ groups rather than the perceptions and assumptions of professionals.

CONTEXT

The report is a summary of an “action-research” project designed to explore the perceptions and attitudes of students staying on in full time education or training beyond the age of 16. Participation rates in the Burnley and Pendle area are much lower than the Lancashire and national averages. This concern was identified in the 14-19 Area Review (May 2003). Increasing the % of students participating in 16-19 education is a key target in the Area Review Action Plan. This research project was designed to contribute to achieving this objective by seeking to determine the barriers to post-16 education identified in individual students and their families. These perceptions, together with the professional judgements of educationalists, should more clearly identify the cause of the problem, and assist in the strategy to improve the situation.

PROJECT OUTLINE

- The project involved 5 high schools. Ivy Bank Business and Enterprise College, Park High School, Primet High School, Walshaw High School, and Walton High School were chosen to provide a sample which included a single-sex school and schools with different student populations in terms of ethnicity and socio-economic backgrounds. The sample was representative of the student characteristics of the area.
- Year 9 was chosen as the sample population. Years 10 and 11 were too far advanced in Key Stage 4 curriculum to allow their attitudes to be tracked over a period of time. Year 9 will allow this to be done, so that any changes in perception can be identified as students prepare for this key educational transition.
- 30 students in each school were identified using an adjusted systematic sample. Every Nth student on the school roll was chosen; ‘N’ being determined by the size of the cohort to

generate 30 names. This was further adjusted if the sample did not reflect the year cohort in terms of gender or ethnicity; in which case the next appropriate name was selected. The sampling ensured that the group was representative of the year population.

- 150 students were interviewed using the “Rickter Scale” by staff who had been trained in the use of this evaluation technique.
- A parallel questionnaire was sent to all parents of the sample students. This was designed to elicit comparable information to the Rickter interviews. In addition a number of follow-up interviews were held with selected parents to provide qualitative information to supplement the “hard” data.
- The project was co-ordinated by a Steering Group comprising of deputy head teachers from the participating schools and the Vice Principals of Burnley and Nelson and Colne Colleges.

THE RICKTER EVALUATION PROCESS

The Rickter Scale is a commercial assessment and evaluation tool which is being increasingly used in schools, though was originally devised to work with difficult clients such as offenders and drug addicts. It is an innovative device which appeals to any preferred learning style so generates a positive and enjoyable experience. Essentially the use of a board with sliders from 0-10 allows the focus of attention to shift from the interviewer to the student's own feelings and responses, allowing new perspectives on their own lives and futures. The device is very simple, but it incorporates all recent research on motivational interviewing and whole-brain learning. It empowers the student to make informed choices, set realistic goals, take responsibility for their own actions and determine the level of support required. It provides base-line assessment. By repeating the exercise it is possible to measure soft outcomes by the “distance travelled” over a particular period. The device, therefore, provides both hard quantitative data by the student scoring 0-10 in response to open and non-judgemental questions, and qualitative information since the interviewer will ask why a particular judgement was made. Whatever the responses, either positive or negative, the interviewer cannot influence the client, but can gain a real understanding of the thinking underpinning a decision. However the effectiveness of the interview depends on the expertise of the interviewer. As such the training received by staff involved was essential and was, without exception, very positively evaluated.

All staff involved in the interviewing process confirmed that the experience was a positive one for both parties. They also stressed how much new and, sometimes confidential or sensitive information was derived about students. In many cases this had prompted the school to review the support and pastoral arrangements for individual children.

STUDENT QUESTIONNAIRE

The student questionnaire was devised by the participants in the Rickter training on 24th May 2004. They were advised by Rick Hutchinson, the inventor of the assessment tool, so high level expertise went into the framing of the questions. A customised overlay was then produced to be used by all schools.

The questionnaire elicited responses to the following questions:

1. How happy are you at school?
2. How well do you feel that you get on with teachers?
3. How much do you feel supported by other?
4. How clear are you about the type of work you want to do when you leave school?
5. How much are you influenced by other in doing things you do not want to do?
6. How much would you consider further education and training after leaving school?
7. How much choice do you think you have in your life?
8. How stressed are you at this time in your life?
9. How much are drugs / alcohol a part of your life?
10. How confident are you about your future?

The Rickter Company: report to Scottish Enterprise – The New Futures Fund Team

Extract from report to Scottish Enterprise based on implementation of the Rickter Scale between August 2000 and February 2001.

(Reproduced by permission of New Futures Team)

SECTION 1 EXECUTIVE SUMMARY

Value of the Rickter Scale as an Assessment/Evaluation Tool:

- Almost 95% of practitioners believe that the Rickter Scale is a useful tool to assess and evaluate their clients.

Client Profile:

- 49% of all service users were male.
- 51% of all service users were female.
- 23% were aged between 16 – 18 years old.
- 25% were aged between 18 – 21 years old.
- 24% were aged between 21 – 25 years old.
- 28% were aged 25 years and over.

Sequence of Questions:

Almost 86% of practitioners were comfortable with the sequence of questions used to establish the Baseline Profile, i.e. the ten headings that make up the Rickter Scale's Frame of Reference. These are as follows:

Employment/Training/Education
Alcohol
Drugs
Accommodation
Money
Stress
Relationships
Health
Influence
Happiness

Location of use:

- 72% of practitioners utilised the Rickter Scale in either a centralised location or within an outreach base.
- 3% have used the scale in their own vehicle.
- Almost 22% of practitioners using the scale have used it in the client's own home.
- 3% have used the scale in a public place.

Continued on next page.../

Selection of Clients:

- 19% cited its use with **all** their clients.
- Almost 70% of practitioners have reported using the scale with clients **as appropriate**.

Contribution towards achievement of Agency objectives:

- 39% of all managers and practitioners felt that the Rickter Scale had contributed **slightly** towards agency objectives.
- A further 48% stated that it had contributed quite **significantly** towards agency objectives.
- 13% cited its use as contributing **considerably** towards agency objectives.

Use of the Rickter Scale to demonstrate distance travelled by Clients as a result of second or subsequent interview:

Used with less than 25% of clients	Used with 25-50% of clients	Used with 50% + clients
24	10	17

Client Outcomes:

- 91% of practitioners firmly believe that the Rickter Scale helps identify specific priorities to aid, support and identify appropriate intervention programmes.
- 96% believe that the uniqueness of the Rickter Scale enables the individual clients to gain awareness of their current circumstances – “to see the bigger picture”.
- Almost 90% of practitioners believe that the Rickter Scale identifies strategies that have worked in the past.
- 95% are of the opinion that the scale is very useful to set achievable and realistic goals.
- 86% of practitioners believe that the scale is a means by which clients can take responsibility for their future.
- 96% of practitioners stated that the scale effectively demonstrates progress and achievement made by their clients.
- 82% stated that there was a noticeable improvement in their client’s self-confidence.
- A further 74% stated that it had also improved their clients’ self-esteem / self-efficacy.

Organisation/Practitioner outcomes:

- 81% of all practitioners reported that the Rickter Scale significantly contributed towards a standardised structure for interviewing clients.
- Just under 84% of practitioners stated that it measured their effectiveness in terms of support/intervention offered to their clients.
- 90% of the practitioners involved with the New Futures Fund Initiative stated that using the Rickter Scale clarifies their client’s limitations/options.
- 89% of managers and practitioners were of the opinion that the Rickter Scale was an effective tool with which to measure their client’s soft outcomes.
- Almost 92% stated that the tool contributed to the client’s action plan.

Introduction

Knowsley Children's Fund is a Government Initiative which is aimed at developing and supporting innovative and successful ways of delivering services to children aged 5-13, who are at risk of not doing as well in life and are experiencing some difficulties.

For the last 4 years Knowsley Children's Fund has been working alongside different partners, agencies and children and has established a range of preventative services provided across Knowsley by Statutory, Voluntary and Faith Sectors, filling gaps in service provision.

Piloting new and innovative ways of delivering accessible and effective services is a challenge. Knowsley Children's Fund has been giving support to all Children's Fund Services, in as many ways as possible, in implementing effective ways of delivery and overcoming any difficulties they may have faced in implementing new practices in the Borough.

Training opportunities played an important role in the support given to Services to implement effective practices under The Children's Fund Programme. In 2001-2004, Knowsley Children's Fund developed and delivered a flexible training plan responsive to Service's needs and in line with Strategic Plans. This training plan incorporated 14 courses aimed at all Children's Fund staff and volunteers and was open to all Sure Start and Connexions staff and volunteers.

This report aims to summarise the training developed, objectives of the courses, number of sessions, people attending and attendees' comments/ evaluation.

For the next stage of The Children's Fund we will continue to assess Services' needs and listen to their suggestions, and we hope this work in the future is seen as essential to ensure effective, participative and innovative preventative services.

7- Monitoring and Evaluation

Monitoring and evaluating preventative practices is sometimes a difficult task, especially when measuring soft outcomes as increased confidence and self esteem. The Programme Team has given support to Services in identifying their targets and outcomes and mechanisms of evaluating their practices. For this purpose training on the Rickter Scale was facilitated. As well as the formal training provided, the Programme Team visited all services individually to support their evaluation process. A guide on Evaluation was also compiled and issued to all Children's Fund Services.

7.1- Rickter Training

To increase Services' capacity to measure progress in their service users and provide them with a tool which allows measuring soft outcomes, Knowsley Children's Fund organised the Rickter Training.

Provider: The Rickter Company

Purpose

- To introduce the Rickter Scale to practitioners as a means of assessing clients' perception of their current situation, motivating them to take responsibility for their own action plans.
- To train practitioners in the effective use of the Rickter Scale
- To give users of the Rickter Scale an understanding of how it achieves its effectiveness
- To ensure workers are competent, confident and comfortable in using the Rickter Scale with their clients.

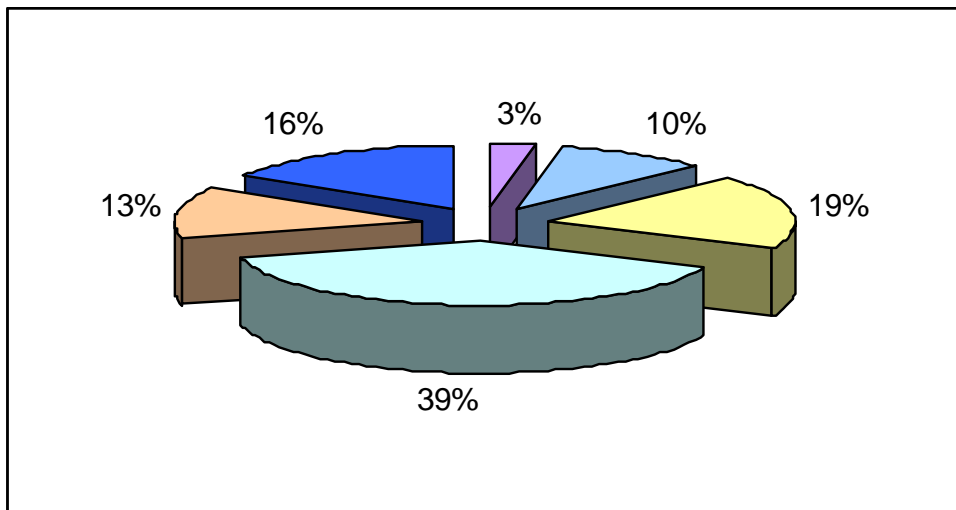
The course was attended by 61 people in total.

The first two sessions were developed in 2002 and the evaluation was carried out by the Rickter Company using a scale from 1 to 10.

The results were as follows overleaf.../

How confident do you feel about using the Rickter scale with your clients?

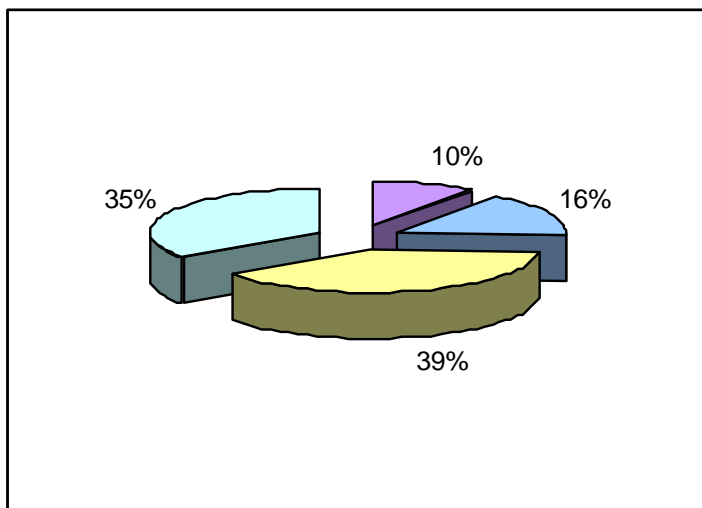
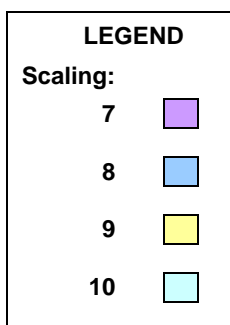
1 = not all 10 = entirely/very



According to the graphic most of the people considered that after the training they felt confident about using the Rickter Scale with their clients.

How clear are you about using the information gathered by using the Rickter Scale to inform an effective client action plan?

1 = not all 10 = entirely/very



35% said they were very clear about using the information to inform an effective action plan. All attendees considered they were clear in informing an action plan with the findings.

The last two sessions were delivered in 2003 and 2004 and were attended by 30 people. This was due to the change of staff in some Services and the awareness of the Programme Team of the needs of new staff to attend Rickter training. The training was also open to volunteers. All staff thought the Rickter Scale was a very useful evaluation tool to measure progress and to help in informing effective action plans. All attendees could use the Rickter Scale after the training. The Programme Team also provided the Services with the contact numbers of ongoing support to all trained users of the tool.

“All the courses attended this year have been useful and appropriate, but particularly Rickter Training. Rick Hutchinson himself delivered the training and all delegates felt it was excellent. It is particularly useful for me as an evaluation tool for Family Group Meetings”

Family Group Meetings – Barnardos

Connexions National Evaluation and Research Strategy

Developing good practice in Connexions: Techniques and Tools for working with Young People (Extract)

The Rickter Scale®

The Rickter Scale® combines an instrument, in the form of a scale, and a guidance model. The instrument itself is a plastic board with ten sliders that can be moved along scales numbered from 0 to 10. Each of the scales represents an area of a young person's life, for example school, home, teachers, or emotional states, stress or happiness, and this combination of scales produces a 'frame of reference'¹⁸. The board is A4 in size, and is held by the young person throughout the interview session. The Rickter Scale® is currently used in over half of phase 1 and 2 Connexions Partnerships. It has also been used in a range of other organisations and initiatives including New Start, Education Action Zones and the New Futures Initiative in Scotland¹⁹.

Background to the approach

The approach was developed by Rick Hutchinson and Keith Stead who identified a need to assess 'distance travelled' rather than focus on hard outcomes. They were concerned that some young people had been labeled as failures because they had not achieved hard outcomes, yet may have made progress in addressing specific issues such as drug or alcohol use, improved their relationships with teachers or family or made general improvements in self-confidence, self-esteem and self-efficacy. They believed that such progress should be identified and acknowledged as significant because it can represent the foundations for further outcomes and sustainable change.

18 The headings that make up a Frame of Reference are not fixed, but are developed in consultation with the commissioning organisation to reflect both the specific needs of the client group and the organisation's way of working.

19 For further details about the Rickter Scale®, contact: info@rickterscale.com or telephone: 01463 717177

The Rickter Guidance Model draws on a number of approaches, including Motivational Interviewing and Neuro-Linguistic Programming (NLP). One aspect of NLP used within the Rickter process is 'anchoring', in which an individual is encouraged to hold on to their thoughts and the emotions they produce when holding a slider at particular points on the scales. The young person is encouraged to explore their options for the future and to set goals, using the associated emotions to produce motivational drivers. In this way individuals are more likely to take responsibility for their goals and subsequent action plan.

The Rickter Guidance Model

The Rickter Model is essentially a solutions-focused approach to guided self-assessment intended to enable young people to do the following:

- *Gain awareness of their current circumstances*
- *Identify strategies that have worked for them in the past*
- *Explore future possibilities*
- *Identify priority areas for support and intervention*
- *Take responsibility for their own goals and contribute to an action plan*

The process is designed to encourage ownership, with the young person making informed choices and therefore setting realistic and achievable goals. It also aims to facilitate change and therefore its use includes helping young people to assess their own readiness to make changes in their lives.

It identifies five levels of change:

- *Obliviousness, unconscious incompetence or outright resistance*
- *Contemplating a change at some vague point in the future*
- *'Ripeness' to formulate a plan or set goals*
- *Readiness to take the necessary action*
- *Acceptance of the need to review their situation and respond as appropriate*

Using the Rickter Scale[®]

During a session using the Rickter Scale[®], the young person will be asked about various aspects of their life, whilst keeping contact with the Rickter board. For each of the different headings on the Frame of Reference, they are asked to position the slider on a scale from 0 to 10. They are then asked a sequence of solution-focused questions that raises awareness of what has worked for them in the past. This elicits their desired state and encourages them to suggest ways in which they might achieve that state. By doing this for each of the headings in turn, the young person begins to see 'the big picture' of what is going on in their lives and the connections between issues.

PAs interviewed had very positive experiences of using the Rickter Scale[®], particularly in the reaction of young people to this approach. It is designed to lessen the intensity of the adviser-client contact, by allowing the young person to focus on the board and on their positioning of the sliders. The intention is also that, by assigning a numerical value to an issue or problem, it can be seen as something that can be improved rather than permanent and irresolvable. The board is also a tool which tracks movement over time. This is measured by first recording, either manually or on a computer screen, where a young person has placed the Rickter Scale[®] sliders to represent both present and desired states, and using this as a baseline, to be compared with their responses in subsequent sessions. If appropriate, and particularly when positive movement is apparent, the outcomes can be shown to the young person in a graphical form, as a means of both enhancing self-esteem and encouraging further change²⁰.

²⁰ The Rickter Company has recently developed a data management system that allows the collation and analysis of client data. Practitioners can also use this system to electronically export their own clients' information so that the organisation can identify patterns and trends across their entire client group.

Do you wish to edit the feedback you have made prior to it being used?

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 No

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Position/Job Title.....

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The Rickter Company Ltd, 10 View Place, Inverness IV2 4SA.
Thank you for taking the time to complete this form.

Frequently Asked Questions



1. The Rickter Scale board is a powerful tool. What if its use opens up a 'can of worms' that can't be dealt with?

Part of the board's power lies in the way in which it can structure an interview.

The design and sequence of the 10 headings empowers the *client* by giving choice about what and how much is disclosed.

The design also gives *practitioners* opportunities to use their professional skills, judgements and knowledge to stay with an issue or to move on to another, as appropriate to the client's situation and the purpose of the interview.

By using the Rickter Scale to help the client identify *desired* positions on the board, the practitioner can support the client in achieving a positive emotional response to sensitive issues.

This structure can result in: -

- a focused and meaningful interview;
- avoidance of inappropriate probing of past trauma, which may be beyond the scope of the interview;
- clients leaving the interview in a more positive or resourceful state than when they arrived.
- These results can be very powerful, and therefore raise questions about the quality of supervision and the importance attached to ongoing professional development. However, we also strongly believe that there is no such thing as a dangerous or unethical process or technique, only dangerous or unethical users of techniques. It is up to the practitioner to know the difference and act accordingly.

2. I know nothing about drugs (or any other issue raised in the Frame of Reference):

- Using the Rickter Scale with clients does not require any additional skills, knowledge or qualifications to those which a practitioner already uses in their face-to-face work with clients.
- The scale is flexible in its application to many different fields of work.
- By offering a structural framework, it lends itself to a way of working that integrates the practitioners' own strengths, experience and professional expertise. For many clients, their substance use or drug dependency is seen as a negative or problematical issue affecting other areas of their lives. Raising the clients' awareness in this way allows them to see, hear and feel the connections between the areas of their lives as represented on the board. This process of seeing the 'big picture' and making connections also applies to the other headings on the board.
- The recognition of these connections, which clients experience as they interact with the board, can have very positive outcomes by effecting shifts in perception and awareness.

3. The boards' frames of reference/headings cover some very sensitive issues.

- Any interview method, including the use of the Rickter Scale, can indeed bring up sensitive issues from time to time and if they are not addressed, practitioners may well be setting up their clients to fail.
- It is all too easy to deal with surface issues, but this does not necessarily help clients to achieve their potential.
- If clients are to be helped to overcome their barriers - to learning or employment, for instance - then we have to be prepared to help them address the underlying issues. These may well be perceived (by you?) as sensitive.
- Remember that clients should never be put under any pressure to answer questions.
- They must always have ownership of what happens on the board.
- The Rickter Scale is designed to be non-threatening and can enable the practitioner and client to discuss any issue, whether considered 'sensitive' by client or practitioner or not, in a non-judgemental, structured and therefore more relaxed way.

- One of the crucial issues to many organisations and their clients is the identification and prioritising of issues that will then allow the client to contribute to their own action plans, thereby taking ownership of those issues.
- Once this has been done, the use of the Rickter Scale at a second or subsequent interview can help to monitor the client's movement in relation to those goals. For example, the Careers Service is required to identify and address the barriers their clients experience in relation their progress in obtaining employment.
- The Rickter Scales' unique design offers a dynamic and helpful way of approaching such issues.

4. How do you introduce the board to a client?

- There is no definitive way to introduce the board and its structure to clients. As each client /practitioner relationship is unique, what works for some, may not work for others. We would want to encourage you to personalise your own way of introducing the board to suit the initial response of each client.
- The method you choose (to introduce the board to each client) will flow from such factors as your own level of motivation and ways of working, belief in your own ability to have an impact on your clients lives, your own positive expectations of your clients' ability to make progress.
- You may also wish to consider 'closures', i.e. what you do to help the client to summarise their experience, at the same time as reflecting on introductions.

5. Surely you should have some relationship with the client before using the board and its scale?

- There are numerous methods of initial engagement that practitioners use with clients to establish rapport and relationships. The Rickter Scale and its way of working is one method. Its tactile nature, its visual impact and emphasis on empowering clients to consider and make their own judgements about their life issues allow the process to be non-threatening
- These user-friendly aspects of the scale assist the practitioner to establish quicker rapport and develop meaningful, helping and supportive relationships with clients much faster than many other methods.
- We suggest the starting point is always one of 'unconditional positive regard' (Carl Rogers – Person-centered Counselling).
- Feedback from practitioners, who have used the Rickter Scale for initial engagement as well as ongoing work, supports these views.

6. I am waiting for the right client to come along.

- You, the practitioner, need to use your professional expertise to make judgements about which helping methods are appropriate to which clients.
- The Rickter Scale is designed to be used with a wide variety of clients in many different settings and situations and with very different needs. It would therefore be difficult to identify which client was 'right' or otherwise, for using the scale.
- Judging a client to be 'wrong' for use with the scale could also be interpreted as discriminatory.
- Experience has shown that the very client, who has been pre-judged to be unresponsive to the scale, has often benefited the most from working with it.
- If you feel strongly that there may be 'right' or 'wrong' clients with whom you could use the scale, ask yourself the following questions: -
- "What criteria am I using to determine which of my clients may be 'right' or 'wrong' for using the board?"
- "Am I being judgemental in excluding clients from experiencing this way of working?"
- "How will I know when the 'right' client is sitting in front of me? What will I see, hear and feel?"

7. How will I remember all the information elicited, when I have used the Rickter Scale several times a day?

- It is absolutely fascinating to see the amount of information a practitioner can remember by *using the Rickter Scale* in order to document the responses that each client has made on the headings.

- By placing the board in front of you and moving the sliders to repeat the scaling the client made in the session, you provide yourself with a trigger, which will not only help you to recall what the client said about the headings, but also remember the connections that they made between headings.

8. I find it awkward, asking the client to keep their fingers on the board.

- Most clients will find it easy to stay connected with the board. However, do not labour the point if you feel they are becoming anxious about your reminders to keep their fingers in position.
- If a client questions why it is necessary to keep contact, perhaps you could say that it will help them to think about what those scaling represent-especially in setting themselves realistic and achievable goals for the future.

9. What if using the scale raises issues that I cannot resolve?

- Raising clients' awareness of issues can, in itself, start to bring about change and resolution. However, good practice requires that practitioners know their own limitations and the limitations of the organisation in terms of resources.
- One of the wider implications of using the Rickter Scale is that the organisation is already operating within a network of referral agencies, or at least that such inter-agency working is being developed.
- It is recommended that organisations/projects have resource packs at their disposal, which can be used to refer a client on for specialist support if needed.
- Good quality supervision - as a means of off-loading, sharing good practice and professional and personal development, is imperative within any organisation offering one to one work with clients.
- There is a Rickter Scale Help-line (Tel: 01463 717177) to assist you in any way that we can from both our own years of experience in using the board and also from the feedback we have collected from the practitioners we have trained so far.

10. How long should it take to complete a Rickter Scale interview?

- There is no set time to complete the Rickter Scale interview.
- Please bear in mind that the *process* is more important than content and the Exploration Questions are designed specifically to move the client through this process. Having time in itself is an important feature for any face-to-face work with clients.
- The baseline profile can be completed in 2-3 minutes because the ten initial questions do not require any verbal response.
- A full interview *typically* lasts between 30-40 minutes.

11. Some of the clients I deal with will only be seen once. Is it worth using the scale with them?

- As mentioned in question 5, use of the scale for initial engagement can help to establish rapport between client and practitioner.
- According to feedback from practitioners experienced in the use of the board, clients can definitely benefit from using the board in a single session only.
- The first interview – and also those that follow – allows the client to become more aware of their current circumstances, to see the 'big picture' of what is going on in their lives and to make connections.
- If they are ready, they may also begin to set goals and to contribute to their own action plan at the first session.
- The significant benefit of having the client repeat the process at a subsequent interview is in offering them the opportunity to reflect on any movement that has taken place, and as a result to quantify 'distance travelled'.

12. At what point in the process should I make a note of the scaling?

- After the client has completed the Baseline Profile, ask them to tell you the scaling they have given for each heading as you make a note of the numbers.

- Following this stage, put down pen and paper and begin to explore the board with the client. For e.g. “If you would like to go back to the board now. Please place your fingers back on the top slider again. I see you have this one on a ‘5’. What is going through your mind here?”

13. How long after the first Rickter Scale interview should I wait to do a follow up?

- It really depends on the length of your involvement with the client and the intensity of that involvement.
- Some organizations only see clients once, so there is no opportunity for a follow-up session.
- Where practitioners see clients over a period of time, there will be scope for review or follow-up sessions. How soon this takes place after the initial interview is a matter for professional judgement and the needs of both client and the organisation.
- For example, if you have a client with you for 2 months, it would make sense to conduct Rickter Scale interviews at the beginning and the end. This would enable you to measure the movement the client has made and to capture the soft outcomes - both in qualitative and quantitative terms.

14. Can I use the board with existing clients, who might have been with us for a long time?

- Absolutely. It could highlight how effective your intervention has been. It may
- identify areas that require more intensive intervention. It would also allow the
- client to benefit from a positive experience and to become more aware of their own progress.

15. Is the order in which the headings/questions on the board appear of any significance?

- Generally speaking, yes, the specific order of the headings has come about as the result of feedback from practitioners in relation to their preferred way of working.
- For example, placing the question relating to ‘happiness’ at the end of the scale, allows clients to consider other issues that they might feel are relevant to their lives that have not been covered by the other headings on the board.
- If you think that a different order of headings would be more appropriate to the clients you work with, please contact the Rickter Scale team via the help-line (Tel: 01463 717177), so that we can discuss this with you and perhaps develop a further Frame of Reference to use as an overlay to the original headings.

16. Where would be the best place to conduct a Rickter Scale interview?

- As the board is fully portable, it can be used in a variety of settings, from a formal office situation, on a home visit or in a car.
- The crucial factor when considering the setting is to create the best environment that will allow a productive, confidential and uninterrupted interview to take place.
- In order to achieve this, the clients’ needs, preferences and associations with that place all need to be taken into consideration.

17. What if the client discloses a serious incidence, e.g. a child-protection issue that will need further action or a suspension of confidentiality?

- A disclosure of this nature can come at any time during face to face work with clients, whether you use the Rickter Scale or not.
- Act in accordance with whatever systems, procedures and policies you have currently in place within your organisation.
- Following good practice guidelines, you may feel it necessary to explain the purpose and process of the interview, the boundaries of the work and the organizations confidentiality policy before the interview begins.
- Only *you* can determine how much detail is necessary at this point, both for your comfort and that of your client.

18. Can I show others how to use the Rickter Scale?

- It is a condition of purchase that all practitioners who use the Rickter Scale *must* attend a full day’s training session delivered by the Rickter Scale Team, and receive a Certificate of Competence. It is by this means that practitioners are licensed to use the Scale within their own organisation.

- This ensures that those practitioners have a full knowledge of the use of the Scale and an understanding of the underpinning theory.
- This also allows for effective quality control in the Scale's use, both within the organisation and at a national level.

19. Is there ever a time or situation when you would not use the Rickter Scale?

- Your professional judgement is of paramount importance in deciding when to use the Scale, with whom and how frequently.
- Introduce the Scale in a positive way and you are likely to get positive results.
- There may be situations when the use of the scale is not appropriate – when a client is in a distressed state, under the influence of drugs or alcohol, or if there are too many distractions to allow for adequate concentration or privacy.
- See also question 16.

20. Some of my clients may have difficulty in seeing or moving the sliders.

- There is a Braille version of the board for those with visual impairment and there is also an A3 size board with large sliders for use with those who do not have fine motor skills or who may have difficulty using the small sliders.
- Please let us know if your clients have any other requirements that may need adaptations to the Rickter Scale.

21. What is the youngest age group with whom I should be using the Rickter Scale?

- There is no “age limit” with the Rickter Scale and it is currently being used extremely successfully with children as young as six years old, and with primary school age children generally.
- The key is to introduce the board gradually, through appropriate preparation and explanation. For example have children play with the Rickter Scale and become familiar with it before using it formally. Ask if they can guess how you might be going to use it together.
- In addition to introducing the board itself, you may need to introduce the idea of scaling. Ask the child how happy they are today. Use smiley faces on a sheet of paper to give them choices, then gradually introduce for example a simple ‘scale’ of 1,2,3 alongside the faces.
- Also consider doing a “trial run” of using the board before the actual initial assessment to ensure the child understands.
- Ensure that using the board remains a fun activity. If a child thinks it is a test he or she will immediately treat it as a test, becoming self-conscious and worried. As with any activity, the Rickter Scales’ effectiveness relies solely on how *you* approach the situation, your level of motivation and expectation and your belief that you *can* make a difference.
- Also make sure you are using a frame of reference that is appropriate to the child’s age and needs. If in doubt, or if you do have any questions about the use of the Rickter Scale with children please ask. Do not simply dismiss either the Scale or the children!