

Completing the Risk and Resilience Questionnaires and Scoring

1. Profile 1 is the risk questionnaire and Profile 2 is the resilience questionnaire. BOTH questionnaires need to be completed by BOTH school and parents/carers.
2. Once both questionnaires have been completed by school staff and parents/carers, use the Risk & Resilience Scoring spreadsheet to input the data.
3. TAB 1 = Scoring Profile 1 – RISK and TAB 2 = Scoring Profile 2 – RESILIENCE. There are columns for you to input both parent and staff responses to the items on the questionnaire. For scoring, N = 1, R = 2, S = 3, O = 4, and A = 5 (e.g., where a 'never' response was circled on the questionnaire, type the number 1 into the relevant question on the spreadsheet etc.).
4. Once you've typed in a number, you will see it change colour to help with data interpretation. For the risk factors, anything between 1-2 is green (indicating low risk factor), 3 is yellow (indicating medium risk factor) and 4-5 is orange (indicating that these risk factors are the most prominent). Conversely with the resilience factors, anything between a 4-5 is green (indicating that these are strong resilience factors in place for the child or young person), 3 is yellow (indicating medium resilience factor) and 1-2 is orange (indicating that these are resilience factors that are not in place for the child or young person).
5. Once you have input the numbers for TAB 1 and TAB 2 – the other three tabs should automatically fill in the rest of the data for you and shows you which aspects are linked to the child, to the family, and to the school. The family ratings and the school ratings are an average of the responses from TAB 1 and TAB 2 and are colour coded in the same way as mentioned above. This is so that a) any differences between school and home can be clearly highlighted and b) so that this gives you an idea on where to focus the support (e.g., reducing the impact of the risk factors that are orange and building on the resilience factors that are in green).