

## 5.2 Appraisal Tool for Providers

These appraisal tools have been designed to assist principals, school communities and potential service providers to assess the suitability of psychosocial recovery programs for their school community following exposure to a disaster or mass trauma event, such as a bushfire

Choosing a psychosocial support programs that may be most suited to the needs of unique school communities may be an overwhelming task for principals due to the many ongoing bushfire-related and pandemic impacts they have experienced. Therefore, this appraisal criteria tool has been designed for program providers to provide information in a comprehensive and consistent way, to enable principals to choose the psychosocial support programs that suits their students' needs best.

1. Program features				
1.1	<b>Program and provider names:</b>			
1.2	<b>Is the program delivered by a local or external provider to the school?</b>	Yes, Local provider	Yes, External (only for initial training)	Yes, External (ongoing)
1.3	<b>What time frame post-disaster is this program suitable for?</b>	Immediately post-disaster (days-weeks)	Medium term (months/up to a year post-disaster)	Long term recovery (>1 year post disaster)
1.4	<b>What is the duration of the program?</b>	Please specify duration for each participant category (e.g. one-off, 4 weeks, N/A): Students Staff Parents/caregivers		
1.5	<b>Is the program based on proven methods, existing frameworks, and/or theory?</b>	Yes > Details:		No
1.6	<b>Has the program been evaluated?</b>	No > (please skip to section 2)	Yes > please specify year, location, and age groups	
1.7	<b>What were the research questions and the evaluation methods used?</b>			

**1. Program features**

1.8	<b>Who carried out the evaluation(s)</b>	The program provider	External agency (name):		
1.9	<b>Were the evaluation results published?</b>	Yes No	> If yes, provide link here or attach:		
1.10	<b>Were program stakeholders (e.g. staff, students, parents) satisfied with the program?</b>	Fully	Partially	No	Not evaluated
1.11	<b>To what extent were the program's intended impacts and outcomes achieved?</b>	Fully	Partially	Not achieved	Not evaluated
1.12	<b>Which issues or concerns were identified in previous evaluations, and how have these been rectified?</b>	Please specify:			

**2. Participants and scale**

2.1	<b>Will every child in the school receive (a component of) the program?</b>	Yes No	> If no, who is eligible to participate in the program?		
2.2	<b>What level of involvement do teachers have with the program?</b>	None	Required to support the students (external delivery)	Trained to deliver the program	Receive a component of the program for their own wellbeing
2.3	<b>What level of involvement do parents/caregivers have with the program</b>	None	Support the student (e.g. through home-based activities)	They will receive information about the program Please specify: Receive a component of the program for their own wellbeing	
2.4	<b>Is there involvement required from other school staff?</b>	Yes > please provide details			No

### 3. Features of psychosocial programs for students

3.1 **What activities does the program include to promote coping with trauma?** Please specify: None

i.e. Returning to regular routines; Providing distraction; Using the arts and/or other activities for emotional processing

3.2 **What activities does the program include to promote resilience and disaster recovery?** Please specify: None

i.e. Sense of safety/security, Self-worth, Social connection, Self-efficacy and collective-efficacy, Sense of purpose, Calming, Hope

3.3 **What activities does the program include to promote social & emotional learning?** Please specify: None

i.e. Self-awareness; Self-management; Social awareness; Relationship skills; Responsible decision making

3.4 **What activities does the program include to promote positive and restorative staff responses to students' behaviour?** Please specify: None

3.5 **How does the program address delayed or long term impact of disasters on students?** Please specify: None

**4. Program modules and modalities**

4.1	<b>What outcomes or impact does the program aim to achieve?</b>		
4.2	<b>How does the program ensure lasting impact?</b>		
4.3	<b>Is the program aligned with the Victorian curriculum?</b>	Yes No	> If yes, do you provide teacher resources to outline the details of this alignment?
4.4	<b>Is the program aligned with professional/teaching standards of teachers?</b>	Yes No	> If yes please specify which ones:

**5. Delivery mode**

5.1	<b>How is it delivered? (assign percentage for each modality adding up to 100%)</b>	Face-to-face at school: %  Face-to-face off-site: %  If so where:	Online (live, interactive): %  Online pre-recorded (on demand): %	Fixed content: %  Flexible content: %  Mixed %	
5.1.1	<b>Can the program be delivered if schools go back to online teaching due to COVID-19?</b>	Yes: online version ready	Yes, but changes needed > outline these:	Partially > outline which components:	
5.2	<b>Time commitment</b>	Students Teachers Parents Other School staff	/hr per week /hr per week /hr per week /hr per week	/weeks per year /weeks per year /weeks per year /weeks per year	n/a n/a n/a n/a

**5. Delivery mode**

5.3 **Accessibility and Inclusion**  
**How does the program accommodate diversity in the school community?**

Culturally and linguistically diverse populations  
 Details:

Aboriginal and Torres Strait Islander populations  
 Details:

Students with disabilities  
 Details:

Other:

**6. Provider credentials**

6.1 **Please list non-school staff involved in delivering the program and the following details (please provide photocopies of evidence):**

Staff name	Professional qualifications/ relevant experience in community work, especially following disasters	Memberships/links with their professional association	Suitability checks	Prior engagement with schools
		Yes      N/A No Details:	Working with Children Check: Yes No Exp date: Police Check: Yes No	Pre-existing links and engagement with the school Details: Links and engage- ment with other schools Details:
		Yes      N/A No Details:	Working with Children Check: Yes No Exp date: Police Check: Yes No	Pre-existing links and engagement with the school Details: Links and engage- ment with other schools Details:

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		Yes No Details:	N/A	Working with Children Check: Yes No Exp date: Police Check: Yes No	Pre-existing links and engagement with the school Details: Links and engage- ment with other schools Details:
		Yes No Details:	N/A	Working with Children Check: Yes No Exp date: Police Check: Yes No	Pre-existing links and engagement with the school Details: Links and engage- ment with other schools Details:

## 6. Provider credentials

6.2 **Risk Management** Yes Details:

Do you have a distress protocol to e.g. prevent re-traumatisation or vicarious traumatisation of students and staff? No

How will you manage distress in students?

## 7. Costs

7.1 **Program delivery fee** Specify fee structure, e.g. per student, per term

7.2 **Does this include resources?** Yes > which resources? No

7.3 **Does this include ongoing access to program materials/support?** Yes  
No > how much does this cost?

7.4 **What add-ons or optional extra's might incur an extra fee?** Please provide details:

7.5 **Is there a maximum number of participants?** Yes Details:  
No

## 8. Other important considerations

Please specify if relevant:

## 5.3 An academic appraisal service to assess strength of evidence for school-based post disaster psychosocial programs

An additional academic appraisal service can be provided by the Child and Community Wellbeing Unit, University of Melbourne for an agreed cost when more comprehensive assessments of program suitability and strength of evidence are required, for example when programs are being considered for widespread implementation. This appraisal service will review issues relating to strength of evidence such as:

- Study design
- Suitability of measures
- Relevance of context
- Risk of bias
- Sample size and selection
- Gaps and limitations
- Alignment with theory and evidence

This review can be extended to assess alignment of the program with school community needs if required. Other academic groups with relevant expertise would also be able to provide this service.

For further information contact:

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Education  
and Training

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