

Stepping Stones with Children Questionnaire for caregivers

To be used at MIDLINE, after Part 1 but before Part 2



Completed by _____ with the

Women or Men (*please tick which*) caregivers peer group in

_____ community on _____ 201__

STEPPING STONES WITH CHILDREN



A transformative training for children
affected by HIV and their caregivers

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Stepping Stones with Children was created by Salamander Trust with PASADA,
funded by Comic Relief.

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Materials needed:

- enough blindfolds (strips of cloth) for one for each participant;
- one facilitator and two assistants, each with a copy of this document.

Preparation

Decide which assistant will record the women's answers and which will write down the men's answers. *They should tick the women or men box (above) on their copy of this document.*

For each question the assistant's task is to write down the number of fingers shown by each man or woman, for example, the list for seven men might be 4 2 5 4 2 2 3. They should do this silently, then signal to the facilitator when they have finished by raising their hand.

If the number of participants changes, assistants should make a note of this. For example, if a woman feels ill and misses questions 23 to 33, the assistant who is recording the women's answers should note this on their document.

If someone cannot understand how to answer, or is too ill to answer, make a note about this and either don't include their answers, or circle their answer each time.

Directions

First, ask each assistant to add up how many women and men are present and record the number here:

Number of women:	Number of men:
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- 1) Explain *"We are going to ask you some questions again, as we did before our first sessions. Some of them are the same as before, and some are new."*
- 2) Explain that they won't need to do any reading or writing. They will show their answers using the fingers on their hands.
- 3) If necessary remind them how to do it. Say *"Let me give you an example. I will read a statement, and want you to show me how much you agree or disagree, using the five fingers on one hand."* Show your fingers as you say

*"If you strongly disagree, show 1 finger,
If you disagree, but not strongly, show 2 fingers,
If you're not sure how you feel, show 3 fingers,
If you agree show 4 fingers,
And if you strongly agree show all 5."*

Check if everyone has understood, for example, by showing the fingers from 1 to 5 and asking what each means. Ask everyone to try it out by asking them to respond to statements such as 'Mango is a very delicious fruit' or 'Dancing is more fun than football'. Check that the fingers they are showing match how they feel about the statement.

- 4) Check if they are happy to use the same method as before for privacy (either blindfold or facing outwards).

- 5) Explain that some of the questions are about the child they have brought to the workshop. However, some people have more than one child at the workshop. Ask them to think of the same child that they thought of when we first did the questionnaire.
- 6) Ask the participants either to put on their blindfolds or to sit in the circle. Ask them to sit so that women are all on one side and men are all on the other side – this will make it much easier for the assistants to record the answers.
- 7) Read out each question clearly, and ask the participants to put their hands up as quickly as they can. Other tips are:
 - Try to keep a fast pace, to keep their attention;
 - Ask everyone to raise their hand for every question;
 - If needed, give clarification, but don't get into discussion;
 - Don't say anything about the answers they are giving.
- 8) After finishing all the questions thank everyone and do something fun together!
- 9) Collect the assistants' copies of this document, checking that they have **filled in the front panel**, to say whether they were counting men or women, and in which community. PASADA will keep this safe, to compare it with the answers the caregivers give when we ask them the same questions again.

Part A: 'agree/disagree' questions

Explain that we will begin by asking how much they agree or disagree with some statements, the same as we just practised.

Say: "please be aware, just because I am reading the statements it does not mean that they are 'right' or that I agree with them. Also, there are no 'right' or 'wrong' answers: please just show how you feel about each one." Remind everyone of how many fingers to show:

Strongly disagree 	Disagree 	Not sure 	Agree 	Strongly agree 
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Questions to read out	Number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
1. I can talk to my child about anything.	
2. Adults need to use physical punishment (e.g. to hit children) to train children to behave.	
3. If my child was being bullied I would be able to help them deal with it.	
4. When a child is upset or angry, it is best to ignore them.	
5. It is good to tell children the truth about the death of a loved one.	
6. When my child is upset, my support helps them to calm down.	
7. I believe in my dreams for my future.	
8. I do things to reach my dreams for my future.	
9. If someone has HIV it's better that they don't know.	
10. I feel I belong to my community.	
11. I have people I can rely on to help me.	
12. It's OK for a boy or man to beat a girl or woman because she needs to know who is in charge.	
13. When money is scarce, boys should go to school rather than girls.	
14. Men and women should share decisions about how to spend money.	
15. Attending these Stepping Stones with Children sessions will <u>not</u> make any difference to my life.	
16. I feel that the sessions have helped me.	
17. I feel that the sessions have helped my relationship with my caregiver.	
18. I feel that the sessions took too much time.	
19. I would recommend Stepping Stones with Children to other people.	

Part B: 'how often' questions

Explain that we will now move on to questions about how often things happen. Explain how many fingers to show for each level of frequency:






Never 	Rarely 	Sometimes 	Often 	Nearly always 
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Check that everyone has understood by using some examples, such as 'When it rains I have my umbrella with me' or 'If I plant a seed it grows into a healthy plant'.

Questions to read out	Number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
20. I use physical punishment such as hitting to train my child.	
21. When my child behaves badly I discuss with them what has happened.	
22. My child treats me with respect.	
23. I treat my child with respect.	
24. My child shows their love for me.	
25. I say positive things to my child.	
26. If something is worrying my child they tell me.	
27. I feel good about myself.	
28. My family experiences stigma about HIV.	
29. My family gets support from people who are not in our family.	
30. I learned new things in the Stepping Stones with Children sessions.	
31. The sessions were useful to me.	
32. I have talked about the sessions with people who didn't come to them.	

Part C: 'out of 5' questions

Explain that we will now move on to questions where we ask you to rate something by giving a score from 1 to 5:

1 is very negative 	2 is negative 	3 is OK 	4 is positive 	5 is very positive 
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Check that everyone has understood by giving an example, such as 'Out of 5, how do you rate the last meal you had?' or 'Out of 5, what score do you give today's weather?'

Questions to read out	Number of fingers shown e.g. 4 4 3 2 4 1 5 4 3 1 2
33. Out of 5, how well does your child listen to you?	
34. Out of 5, how do you rate your relationship with your child?	
35. Out of 5, how confident do you feel about giving the children in your care emotional support?	
36. Out of 5, how confident do you feel about giving the children in your care material support?	
37. Out of 5, how happy do you generally feel?	
38. Out of 5 what score do you give the clinic that you use for HIV-related services? <i>Ask people who do not use HIV-related services to keep their hand down, and record here how many women or men do this.</i>	<i>How many did not put hand up</i>
39. Out of 5, how comfortable do you feel using HIV-related services? <i>Ask people who do not use HIV-related services to keep their hand down, and record here how many women and men do this.</i>	<i>How many did not put hand up</i>

Part D: ‘yes/no’ questions

Finally, we have some questions with three possible answers. Ask participants to use their thumbs to say whether the answer to each statement is ‘yes’ or ‘no’ or ‘not sure’ as follows:



For ‘yes’ ➞ Do a ‘thumbs up’ sign 

For ‘no’ ➞ Do a ‘thumbs down’ sign 

For ‘not sure’ ➞ Put your hands in your lap

Ask everyone to practice by using some factual statements such as ‘do dogs usually have three legs?’ or ‘can water turn into something solid?’

The assistants need to note down how many men or women do each action.

Questions to read out	Yes 	No 	Not sure Hands in lap
40. Have you talked about HIV with your child?			
41. Do you know your HIV status (you’ve had a test and know the result)?			
42. Does your child know your HIV status?			
43. Do you know your child’s HIV status (they’ve had a test and you know the result)?			
44. Does your child know their own HIV status?			
45. Can HIV be passed from the sweat of someone who has HIV?			
46. Can a woman who has HIV give birth to a baby that does not have HIV?			
47. Does treatment for HIV still work well if someone stops taking it for a while?			

That is the end of the questionnaire! THANK everyone for doing it, and ask if anyone has any questions for you.