



BRITISH  
COLUMBIA

**Ministry of Attorney General  
Justice Services Branch  
Dispute Resolution Office**

**Child Protection Mediation  
Evaluation Framework**

**Child Protection Mediation Evaluation Committee**

**March 31, 2005**

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## Introduction

In British Columbia, the use of child protection mediation is growing as a collaborative decision-making and alternative dispute resolution tool. It has been shown that when cases are resolved through mediation, relationships between the family and social worker improve, children spend fewer days in care, fewer cases go to contested hearings in court, and the timeframe for making effective decisions for children is shortened. Child protection mediation provides social workers with a tool they can use to reach agreement with families in planning for children.

## Background

In 2003, the Legal Services Society received a \$600,000 grant from the Ministry of Children and Family Development (MCFD) to promote and expand the use of child protection mediation. Funds have been made available to each MCFD region for this purpose. In order to access funding, MCFD regions submit proposals to a Steering Committee that reviews and approves the proposals. (The Steering Committee is chaired by the Legal Services Society, with representation from the Ministry of Attorney General, MCFD, and the Child and Youth Officer.)

The Legal Services Society provides 75% of the costs associated with each project under this initiative, which includes mediation services and related expenses; promotion; and education, recruitment, selection and training of mediators as needed. The MCFD regions involved provide 25% of the project costs. In order to receive funding, each project must include an evaluation component.

## Purpose

This document was produced by the Child Protection Mediation Evaluation Committee, a committee of the Steering Committee (Child Protection Mediation Evaluation Committee members are listed in Appendix A.) The purpose of the document is to provide staff and community groups involved in implementing mediation projects that arise from the Legal Services Society Child Protection Mediation Funding Initiative with a framework and some other practical tools for evaluating their projects. This in turn will assist them in fulfilling a key funding requirement.



This document is not intended to be a general evaluation primer.<sup>1</sup> Rather, the document provides a framework for evaluating a child protection mediation project. The document assumes that the person undertaking the evaluation is not a professional evaluator, but has simply been tasked with putting together the evaluation component of the region's child protection mediation project.

The document includes space to write responses to the questions underlying the framework. Key terms are defined in a glossary; terms included in the glossary appear in **bold face** the first time they are used in the text. A number of tools that can be used or adapted to gather information for an evaluation are also included in Appendix C.

## The evaluation framework

The evaluation framework is built around four questions:

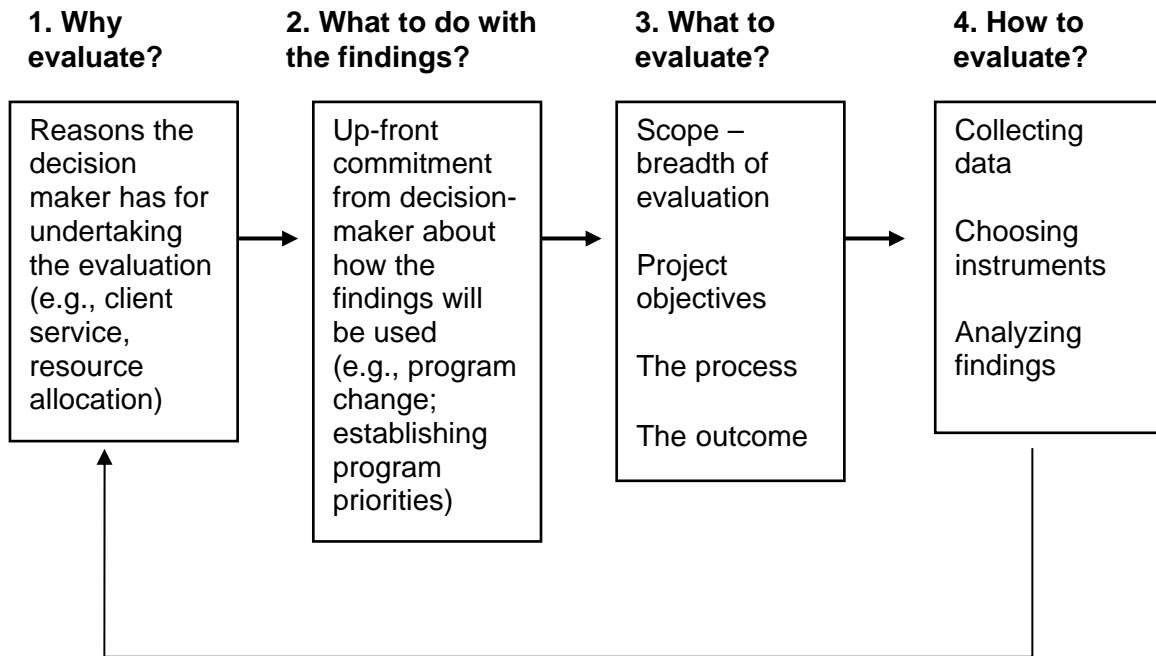
- Why evaluate?
- What to do with the findings?
- What to evaluate?
- How to evaluate?

When tasked with an evaluation, people often want to jump straight to the fourth question: How do I evaluate my project? Much of this document focuses on this question; however, in order to make sense of the fourth question, it is important to briefly review the first three questions.

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<sup>1</sup> For a primer on program evaluation, see Health Canada's *Guide to Project Evaluation: A Participatory Approach* at <http://www.phac-aspc.gc.ca/ph-sp/phdd/resources/guide/>

## The Child Protection Mediation Evaluation Framework



# 1. Why Evaluate?

It's easy to overlook the question of why you should be evaluating in the first place. It can be argued that when people find evaluation frustrating, or a waste of time and resources, it is often because they are not clear about *why* they are evaluating.

You should have a specific reason or reasons for undertaking an evaluation before proceeding. This may sound like overstating the obvious, but the fact is that the purpose of many evaluations remains unclear or vague. For example, wanting to know "if the program works" is too vague. A more specific purpose would be to:

- support program planning and decision making (e.g., identifying cost savings, allocating resources, meeting funding requirements, setting priorities)
- improve services (e.g., comparing the effectiveness of interventions or different ways of delivering a program), or
- address a specific issue (e.g., finding out whether an initiative was implemented as intended).

Evaluation can also be undertaken as part of a continuous quality improvement cycle.

<p>1. The reason(s) for evaluating the _____ child protection mediation project is/are that:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Answering this question leads you directly to the second question of the framework.

## 2. What to Do with the Findings?

The questions “Why evaluate?” and “What to do with the findings?” go hand in hand. Why you are evaluating should dictate what you plan to do with the findings.

People often leave the question “What to do with the findings?” to the end. However, failure to answer this question up front may be the single biggest reason why so many well-intentioned evaluation reports sit on shelves. Findings don’t always speak for themselves. If there is no stated commitment to utilizing them, they are at risk of gathering dust.

The person or people who will be making decisions and utilizing or implementing the results of the evaluation are called the **evaluation stakeholders**. To determine who your evaluation stakeholders are, ask who can use the evaluation findings to make decisions or take action.

It is important to engage your evaluation stakeholders from the beginning, to find out what their interests in the evaluation are, and how the findings can help them make the decisions they plan to make. If you happen to be the decision maker, being clear about what you intend to do with the findings will help you focus and direct your evaluation questions.

Here are some examples of what can be done with the findings of an evaluation:

- support child protection mediation resource allocation decisions
- support child protection mediation program changes or reaffirm current program directions
- affirm that an initiative was implemented as planned, in order to then determine whether it had the intended impact.

2. The findings of the \_\_\_\_\_ child protection mediation project will be used to:

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### 3. What to Evaluate?

In general, you will want to know whether your project increased the use of child protection mediation. Specifically, you will want to evaluate whether or not your project:

- helped increase the use of child protection mediation, or
- is providing building blocks to increase the use of child protection mediation.

#### Defining scope

It is unlikely that you will be able to evaluate everything about your project, so there will be some limits to what you evaluate. These limits are referred to as the **scope** of the evaluation. The scope will be determined by three factors:

- the questions stakeholders want answered
- the time available to complete the evaluation
- the resources available to complete the evaluation.

Defining the scope of your evaluation is important, because it defines not only what you are evaluating but also what you are *not* evaluating. For example, an evaluation might include:

- determining whether a project resulted in an increase in the number of local mediators on the roster, but not whether local mediators provided better service
- determining whether the project promoted the participation of youth in mediation sessions, but not the level of youth satisfaction.

Being clear about the scope of an evaluation acknowledges that you have limitations and restrictions, and thereby helps you be realistic about what you can and cannot accomplish in the evaluation. It will also help you prioritize the questions that need to be answered.

3.(a) The \_\_\_\_\_ child protection mediation evaluation will:

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## Relating to objectives

Your child protection mediation project should have some **goals**, as well as some **objectives** for reaching those goals. (Goals are what you want to accomplish, and objectives are how you will accomplish your goals. For example, if the goal is to increase awareness of the child protection mediation process, the objectives will state specifically how you plan to achieve that increased awareness.)

The scope of an evaluation will relate directly to the goals or objectives of the project being evaluated. In a broad sense, you are evaluating whether or not the objectives of the child protection mediation project are being achieved. In defining the scope of an evaluation, you will have determined which of your objectives you will be focusing on.

Your job will be much easier if the objectives of your child protection mediation project are well defined. Objectives that are vague, or that are not defined in readily measurable terms, create a major problem for evaluators. Spending time up front to define measurable objectives for a project will make evaluation of the project much more straightforward. (The SMART objectives formula for developing measurable objectives is included in Appendix B.)

3.(b) The \_\_\_\_\_ child protection mediation project's objective(s) to be evaluated is/are:

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## Evaluation questions

There are two broad types or areas of evaluation: **process evaluation** and impact or **outcome evaluation**.

### Process evaluation

Process evaluation basically looks at whether you actually did what you said you were going to do. In other words, it asks, was the project implemented as you intended?

Generally, you need to know that you actually did what you set out to do before you can evaluate whether it made a difference. For example, if the goal was to increase the number of child protection mediators, and the objective for reaching that goal was to conduct a mediation recruitment campaign in eight communities over a four-month period, you would need to know that the campaign was implemented in the eight

communities over the four-month period before you could start assessing how effective the campaign was in increasing the number of child protection mediators.

Process evaluation questions include:

- Did the program follow the plan for service delivery? (Describe what was actually done, what was left out and how many people were included in each component of the program.)
- What are the program characteristics or inputs? (Describe the program capacity or number of people that could be served, number of staff and their qualifications, involvement of parents and families in program planning, costs associated with each component, etc.)
- What are the program participants' characteristics? (Identify age, gender, ethnicity, native language, risk factors or protective factors.)
- What is the staff's perception of the program? (Describe staff impressions of how well or to what extent the program is being implemented as planned.)

### **Outcome (or impact) evaluation**

Outcome (or impact) evaluation involves measuring the **outcomes** and impacts of the project. (An outcome is a change that occurs as a result of a project or program.)

Outcome or impact evaluation questions include:

- Did the program work? Why? Why not?
- What can be modified that might make the program more effective?
- What evidence proves that the program should continue to be funded?

Outcome evaluation differs from process evaluation in two important ways: purpose and timing. Process evaluation helps monitor progress as a program is occurring, while outcome evaluation helps you understand what your program achieves.

When a mediation program is first implemented, process evaluation should be the focus. Once the program has been fully implemented as planned, evaluation of the outcomes or impacts should be undertaken.

3.(c) The evaluation of the \_\_\_\_\_ child protection mediation project will ask the following questions in relation to the objective(s) outlined in 3(b):

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## **Collecting baseline information**

To understand what you have achieved, you have to know where you began. Collecting **baseline information** before or very soon after a program begins will provide you with a basis for comparison.

For example, if you hope to increase the number of available child protection mediators by 30%, you will have to know how many mediators you have to begin with. If you are interested in increasing the use of child protection mediation in cultural communities, you will have to identify the current level of participation.

Once you have identified specifically what you want to evaluate, you will have to decide how to go about collecting the information you need.

## 4. How to Evaluate?

How will you collect the information you need to answer your questions?

**Note:** Before you answer this question, you will need to decide whether to do the evaluation internally or hire someone to do it for you. This document is primarily intended to help those conducting an evaluation, however, if you choose to hire an outside evaluator, it will still be crucial to identify why you are evaluating, what will be done with the results, and what you want to have evaluated. You can then negotiate with a prospective outside evaluator about how the data for the evaluation will be collected and analyzed.

### Data collection

Deciding on the methods by which information can be collected involves developing a plan that addresses:

- *who* information will be collected on (i.e., the population or sample)
- *what* instruments or tools will be used, and
- *how* will the information be collected (i.e., the procedure or design).

There are four basic ways to collect evaluation information: document review, observation, interviews, and surveys. Using a combination of these will help you to check your findings.

### Document review

Written documents and records (e.g., information on child protection mediation collected by the Dispute Resolution Office) can provide fairly reliable information about program participants and their behaviour, about the context in which the program operates, and about the project or program over time.

However, it's important to remember that reviewing written documents and records is an indirect method of data collection, which suggests only possible conclusions. This method should be used along with the more direct measures described below.

### Observation

Observation allows you to gather information without having to ask for it. In the context of evaluating a child protection mediation program, you could observe meetings, mediations, or educational presentations on mediation, and record dialogue and such details as who attends, behaviour of participants, and group dynamics.

Observation may be silent, where you don't actively involve yourself with the people you are observing; or it can be more participatory, where you are actively involved with the people. (It is important to remember that the fact that you are observing people can affect their behaviour, although this effect tends to be reduced over time.)

Despite the strengths of observation as a method of gathering information, observation alone is usually not sufficient evidence for determining program impact; again, other sources of information are often required.

## **Interviews**

Interviewing people involved in a program is an excellent way of gathering information for an evaluation of the program, and can help clarify and expand what is learned through document review and direct observation.

When evaluating a child protection mediation program, you could interview participants, program staff, mediators, and others involved in the mediation process. It is often not necessary to interview everyone; taking a sample or subset of one group or of each group may suffice.

Interviews can take many forms: formal or informal, structured or unstructured, individual or in groups, in person or by telephone. However, regardless of the form you choose, it is essential to be clear and focused – the challenge is to identify the type of questions to use (e.g., open-ended or closed), the minimum number of questions that will meet the needs of your evaluation, and the content of those questions. Many of the tips listed below for designing surveys and questionnaires also apply to developing interview questions.

## **Questionnaires or surveys**

Questionnaires and surveys are a popular way of collecting information. They may be administered by mail or e-mail, by phone, or in person. They can be especially useful if the same set of questions is asked at the beginning of a program (i.e., to gather baseline information) and again at the end of the program (i.e., to measure outcome).

Here are some tips for developing or adapting a questionnaire:

- Keep it short – ideally no more than one or two pages.
- Keep it simple, with short questions and clear answer categories.
- Keep the language simple.
- Avoid leading respondents in certain directions with questions or answer categories.
- Make it anonymous (participants will probably be more honest that way).

Appendix C includes a number of questionnaires that can be used to evaluate various aspects of a child protection mediation project, including recruitment of mediators, cultural sensitivity of mediators, awareness of mediation as an option, attitudes towards using mediation, and satisfaction levels with using mediation.

**Note:** For more information and detail on questionnaire design, see the University of British Columbia’s website on questionnaires:  
[http://www.slais.ubc.ca/resources/research\\_methods/question.htm](http://www.slais.ubc.ca/resources/research_methods/question.htm)

### Selecting a method

When selecting data collection methods for an evaluation, there are always tradeoffs to consider. For example:

- Conducting individual interviews takes longer than interviewing a group of people all at once; however, potentially sensitive questions should not be asked in a group setting.
- Interviews generally take more time than having participants fill out a survey.
- When it comes to analyzing the data, counting closed-ended responses to a question generally takes less time than reading the same number of open-ended responses and drawing out the major themes to be summarized. Similarly, analyzing the results of a review of records may simply involve tallying results, while the identification and analysis of themes resulting from a review of written documents can become a lengthy and complex process.

Appendix D presents a list of the different methods of collecting information and the advantages and disadvantages of each.

### Analysis

Once you have finished gathering your data, you will need to analyze it and determine what you have found. During the analysis stage of evaluation, it’s important to keep in mind that the purpose of evaluation is not only to answer your questions about what the project has done, but also take action on what you learn.

The first step in analyzing your data is to collate your results—in other words, pull it all together. Depending on the method or methods of data collection that you used, you will be working with **qualitative information** (individual narrative reports of experiences) and/or **quantitative information** (scores, numbers and statistics).

With qualitative information, you will be required to identify the major themes in the information—that is, what are the things that come up over and over again in what you see? Working with quantitative information can be somewhat simpler, because it involves counting and tabulating results.

The next step is to relate the data you collected to the evaluation questions you posed (i.e., the questions you listed in 3.[c]). What does your data tell you in relation to those questions?

When you have some ideas, take them to your evaluation stakeholders. Tell them what you are seeing in the results, and ask them for their input. Do they see something else? Have you missed anything? What do the results suggest?

Once you have agreed on the results, begin to develop some usable recommendations for action. Again, involve your evaluation stakeholders. Ask them for input. If the decision makers themselves are involved in making recommendations, those recommendations are more likely to be acted upon, and less likely to gather dust on a shelf. (This is where the time and effort you put into getting commitment to the evaluation up front pays off!)

Finally, you will need to present the findings of your evaluation in some form of a report. This doesn't need to be a lengthy or difficult task. The evaluation report should simply:

- describe what you did (how you conducted the evaluation)
- explain what you learned
- provide usable recommendations about how the findings can be put into action.

Try to make the report both informative and interesting, but don't be afraid to keep it brief. If you are using charts or graphs, keep them simple and straightforward. And include a summary of what you have learned.



## Glossary

**baseline information:** information collected at the beginning of a project as the basis for comparison with information collected later.

**evaluation stakeholders:** the person or people who will be making decisions and utilizing or implementing the results of the evaluation.

**goals:** general statements of what you hope to accomplish and the changes you hope to achieve.

**objectives:** statements of how you intend to accomplish your goals. Objectives should be specific, measurable, achievable, realistic and time-bound.

**outcome:** a change that occurs as a result of a project or program.

**outcome (or impact) evaluation:** assesses what your project has achieved.

**process evaluation:** assesses what activities were implemented, the quality of implementation, and the strengths and weaknesses of the implementation.

**qualitative information:** individual narrative reports of experiences. Qualitative information can be gathered by asking open-ended and exploratory questions, which can also be built into surveys.

**quantitative information:** includes scores, numbers and statistics. Quantitative information is often gathered through survey instruments with check boxes and scales.

**scope:** is defined by limits. The scope of an evaluation is determined by what is being evaluated and what isn't being evaluated.

## **Appendix A: Child Protection Mediation Evaluation Committee**

The Child Protection Mediation Evaluation Committee is a committee of the Legal Service Society Steering Committee, with representation from the Ministry of Attorney General, the Ministry of Children and Family Development, and the Child and Youth Officer for B.C. The members of the committee are:

- Andrea Clarke, Dispute Resolution Office, Ministry of Attorney General
- Michael Egilson, Child and Youth Officer for BC
- Colin Mangham, Child and Youth Officer for BC
- Wayne Mitic, Child and Youth Officer for BC
- Irene Robertson, Dispute Resolution Office, Ministry of Attorney General
- Alex Scheiber, Ministry of Children and Family Development
- Brian Thicke, Dispute Resolution Office, Ministry of Attorney General
- Chris Welch, Ministry of Children and Family Development

## Appendix B: SMART Objectives Formula

Defining measurable objectives for a child protection mediation project will make evaluation of the project much more straightforward.

**SMART** objectives are:

- **Specific** – clear about what, where, when, and how the situation has changed
- **Measurable** – able to quantify targets and benefits
- **Achievable** – able to be reached within the resources and capacities of the project
- **Realistic** – able to obtain the level of change reflected in the objective
- **Time bound** – stating the time period within which each objective will be accomplished.

For example, if the goal of the child protection mediation project is to increase the use of child protection mediation, an objective might be to raise awareness of the child protection mediation process (CPMP). Written using the SMART formula, that objective might be “to raise awareness of the CPMP by presenting an overview of the CPMP to [number of] child protection investigation teams in the [name of] region between January 1 and June 30, 2005.

Another objective might be to successfully use mediation with families of multicultural descent. Written using the SMART formula, this could be “to increase the successful use of mediation with families of multicultural descent by resolving at least [number]% of issues through mediation, with families self-reporting a rating of satisfied to very satisfied in [number]% of cases over the course of the project.

## Appendix C: Tools

Here are some questionnaires that might be helpful to you in gathering data for your evaluation. Several of these tools have been modified or adapted from existing mediation projects in B.C. Many of the tools can be used interchangeably as surveys or as questionnaires.

If you think one of these tools might be helpful, you can adapt it to the specific needs of your evaluation. This could mean adding, deleting or adapting the questions.

For more information and detail on questionnaire design, see the University of British Columbia's website on questionnaires:

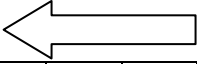
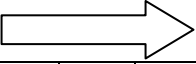
[http://www.slais.ubc.ca/resources/research\\_methods/question.htm](http://www.slais.ubc.ca/resources/research_methods/question.htm)

### **The tools:**

1. Evaluating Presentations and Training to Promote Mediation
2. Project Tracking Form
3. Promoting and Implementing Child Protection Mediation
4. Provincial Case Management Form
5. Mediation Questionnaire for Staff
6. Mediation Questionnaire for Lawyers, Social Workers and Judges
7. Mediation Questionnaire for Parents
8. Mediator Questionnaire

## 1. Evaluating Presentations and Training to Promote Mediation

Please respond to each of the following statements:

	I am unable to rate this item (check if applicable)	No 				Yes 			
1. The information was presented clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. There was enough opportunity for discussion and sharing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. As a result of this presentation/training I feel more confident in implementing mediation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. As a result of this presentation/training, I believe I am more likely to support mediation as a strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. As a result of this presentation/training, I will look further into mediation as a strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. As a result of this meeting/presentation, my organization/region is more likely to implement mediation a strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. The concept from this meeting/presentation which I am most likely to use is:

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8. My suggestions, if any, for future meetings/presentations are:

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9. I require more information in the following areas, and can be contacted as follows:

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Name: \_\_\_\_\_ Email: \_\_\_\_\_ Tel: \_\_\_\_\_

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## 2. Project Tracking Form

Initiative/Project title: \_\_\_\_\_

**Activity type:**

- Child Protection Mediation Presentation
- Mediator Recruitment
- Child Protection Mediation Training
- Child Protection Mediation Orientation
- Other: \_\_\_\_\_

Activity location: (address) \_\_\_\_\_ Region: \_\_\_\_\_

Presenter/Trainer's name: \_\_\_\_\_

Date: \_\_\_\_\_

**Length of presentation/training:**

- less than 1 hour
- 1 to 3 hours
- 1 day
- More than one day; Specify \_\_\_\_\_

**People attending:**

Name	Role (social worker, lawyer, mediator etc)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Registration required:  Yes  No

Costs (include travel, materials, etc.): \$ \_\_\_\_\_

Evaluation of activity completed:  Yes  No

### 3. Promoting and Implementing Child Protection Mediation

**Note:** Questions such as the following may be given to staff and management as a pre-test before you implement measures to promote mediation. Ask them again as a post-test after you have implemented measures to promote mediation and people have had a chance to put mediation into practice. By comparing responses from the pre- and post-tests, you can get a sense of whether attitudes toward mediation, readiness to implement mediation, and numbers and proportion of cases in mediation have increased.

#### 1. Methods used to promote mediation

What tools or methods have you used in the past 12 months to promote child protection mediation in your organization/region? ( your responses)

- Information presentations
- Training or orientation
- Written materials
- Word of mouth
- Informal promotion in meetings, etc.
- Hiring mediators
- Other: \_\_\_\_\_

Of these methods, which ONE do you think has produced the best results? ( ONE response)

- Information presentations
- Training or orientation
- Written materials
- Word of mouth
- Informal promotion in meetings, etc.
- Hiring mediators
- Other: \_\_\_\_\_





#### 4. Attitudes toward mediation

I believe mediation provides a positive alternative in handling cases.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

#### 5. Confidence in mediation as a practice

I believe mediation can be implemented successfully in my organization/region.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

I feel confident in my organization's/region's capability to use mediation.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

I believe my region is able to recruit child protection mediators.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

I believe my organization/region will use child protection mediation more in the future than they have in the past.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

#### 6. Quality of mediation

I believe our mediators are culturally sensitive in their work.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

I believe our mediators are able to work successfully with aboriginal families.

Strongly disagree    Disagree    Unsure    Agree    Strongly agree

I believe mediation is being used successfully in my organization/region.



## 4. Provincial Case Management Form

### CHILD PROTECTION MEDIATION/FACILITATED PLANNING MEETING CASE MANAGEMENT FORM

#### PART 1: Accepting a Child Protection Mediation Case

**WHEN YOU FIRST ACCEPT A CASE, you may not have *all* the information requested in Part 1.**

To avoid any delay in sending Part 1 to the DRO, you may send it in with just the following data:

- ♣ Social Worker's name and office code
- ♣ the name(s) of the child(ren)
- ♣ whether or not the case is a Facilitated Planning Meeting
- ♣ whether or not the child(ren) is/are in the care of an aboriginal authority or agency and the name

#### 1) Case Statistics

**Mediator's Name:**

**Phone:**

**Social Worker's Name:**

**Phone:**

**Office Code:** *(mandatory – obtain code form Social Worker)*

**Address:**

**Child(ren)'s Name(s):** *(last, first, middle, e.g., Brown, Jonathan Gordon)*

**Date of Birth:** *(year/month/day)*

**Aboriginal:** *(ask Social Worker)*

1) yes no 2) yes no 3) yes no

4) yes no 5) yes no 6) yes no

**Name of Parent:** *(last, first, middle, e.g., Brown, Margaret Anne)*

**Date Referral Received:** *(year/month/day)*

**Type of Case:** *(check as applicable)*

**This is not a Facilitated Planning Meeting\* case, OR**

**This is a Facilitated Planning Meeting\* case referred from:**

Surrey Court Project (Langley, Guildford, Surrey North, Newton Offices)

Fraser Service (Tri-Cities, Maple Ridge)

Fraser Service (Burnaby, New Westminster)

Upper Fraser Service (Chilliwack, Hope)

Upper Fraser Service (Abbotsford, Mission)

Other:

***\*A mediation case is a Facilitated Planning Meeting (FPM) if the case is mediated in the Facilitated Planning Meeting format AND a Court Work Supervisor attends.***

**The child(ren) is/are in care with a delegated aboriginal authority or agency**

***If so, name the authority or agency:***

**SUBMITTING PART 1 AT THE START OF A CASE:**

**At the start of a case, we recommend that you e-mail *Case Management Form: Part 1* to the Dispute Resolution Office (DRO) at this address: [Andrea.Clarke@gov.bc.ca](mailto:Andrea.Clarke@gov.bc.ca)**

Or you may fax or mail in Part 1: **DRO FAX:** 250 387-1189

**DRO MAIL:** Ministry of Attorney General

Dispute Resolution Office – Child Protection Mediation  
Program

PO Box 9222 Stn Prov Govt, Victoria BC V8W 9J1

**CHILD PROTECTION MEDIATION/FACILITATED PLANNING MEETING  
CASE MANAGEMENT FORM**

**PART 2: Completing a Child Protection Mediation Case**

**UPON CONCLUSION OF A CASE, it is important that both Parts 1 and 2 of this form are fully completed and sent to the Dispute Resolution Office (DRO).**

**2) Start and End Dates Mediation OR Facilitated Planning Meeting (FPM)**

Date mediation began: (y/m/d)

Date of first orientation session: (y/m/d)

Date mediation ended: (y/m/d)

Date of FPM: (y/m/d)

**3) Case Time Mediation OR Facilitated Planning Meeting (FPM)**

Number of preparation sessions:

Number of orientation sessions:

Time spent in preparation sessions: (hr/min)

Time spent in orientation sessions: (hr/min)

Number of mediation sessions:                      Number of FPMs:

Time spent in mediation sessions: (hr/min)

Time spent in FPMs: (hr/min)

**4) Participants in Mediation Other than the social worker, who participated in the mediation/FPM**

(Check those applicable): Mother      Aboriginal representative

Counsel representing: Father    Advocate    Mother    Child

Director's counsel      Father      Court work supervisor      Child

Other:

**5) Court Process**

**Is a court hearing involved?**    Yes              No

**If yes, check those applicable:**    **Court order being sought**

**Timing in court process**

s.35 Interim order Before a scheduled hearing

*Type of hearing:*

s.41 Supervision order

Court hearing adjourned for mediation/FPM

s.43 Temporary custody order (TCO)

Referred from case conference

s.45 Extension of a TCO

s.49 Continuing custody order

Other:

**6) Case Characteristics:** (*Check appropriate case characteristics*) Drug/alcohol use

Special needs of child    Parent/teen conflict

Physical, sexual or emotional abuse of child

*Indicate characteristics:*

Lack of parenting capacity – mental health    Neglect

Lack of parenting capacity – low functioning    Domestic abuse

**7) Case Issues:** (*Check appropriate case issues*)    Access to child by mother

Behaviour of mother with child    Access to child by father

Behaviour of father with child    Access to child by other family members

Quality of care for child    Access to child by foster family    Co-parenting plan

Access to child by others    Behaviour of child while with parent

Supervised access of child    Communication between parents and child

Other access issues:

Other parenting issues:

Where/with whom child will reside while in care

Communication between parents and child protection authority

Where/with whom child will reside if not in care

Communication parents/child    Other residence issues:

Other communication issues:

Terms/conditions under which child will be returned

Services/resources the child will have access to

Terms/conditions under which child will be returned under supervision of director

Services/resources the parents/family will have access to

Other returning the child Issues:

Other service/resource issues:

**8) Case Procedural Issues:** (Check any procedural issues resolved at mediation/FPM)

Number of witnesses/participants

How the case conference will be used Information/reports to be exchanged

Agreement on any key facts Issues for case conference

Days required for court hearing

**9) Case Outcomes:** (Check appropriate answer)

- a. All issues referred to mediation/FPM were settled
- b. Some, but not all issues were settled
- c. No issues were settled
- d. Case did not proceed to mediation/FPM OR mediation/FPM ended *because*:

Were there any barriers to settlement that the program could address?

**Case Outcome Finalization:** How was the outcome finalized? (Check all appropriate formats)

A written agreement was signed

A care agreement was drafted

A consent order was drafted or will be drafted based on the written agreement (*kind of order being sought, e.g., TCO*):

A support services agreement was signed

Other:

**Other Comments:**

**SUBMITTING COMPLETED FORM UPON CONCLUSION OF CASE:**

**Upon conclusion of the case**, please ensure **both Part 1 and Part 2** of this form are **fully completed** and faxed or mailed to the Dispute Resolution Office, along with the *Case Identifiers Form*.

**DRO Fax:** 250 387-1189

**DRO Mail:** Ministry of Attorney General

Dispute Resolution Office – Child Protection Mediation Program

PO Box 9222 Stn Prov Govt, Victoria BC V8W 9J1

#04025 03/2004

## 5. Mediation Questionnaire for Staff

### Mediation Feedback Questionnaire (*Staff form*)<sup>2</sup>

#### Introduction

The \_\_\_\_\_ Region is promoting the increased use of **child protection mediation**. This is consistent with the overall Service Transformation goals and objectives of MCFD. In particular, the goal is to reshape case planning and decision making, with a shift from reliance on court as a decision maker, to the development of community-based alternative dispute resolution processes for resolving case specific disputes prior to application to court.

This questionnaire will assist in providing feedback for evaluation of the \_\_\_\_\_ (region) child protection mediation project. The questionnaire is confidential, and only non-identified information will be used for the evaluation.

1. What was most helpful about the mediation?
  
  
  
  
  
  
  
  
  
  
2. What was least helpful about the mediation?
  
  
  
  
  
  
  
  
  
  
3. a) On a scale of 1 to 10, 1 being not helpful and 10 being extremely helpful, how would you rate this mediation overall?  
  
1 \_\_\_\_\_ 5 \_\_\_\_\_ 10
  
  
  
  
  
  
  
  
  
  
- b) What is one thing that could have happened to take it up one more point?
  
  
  
  
  
  
  
  
  
  
4. If the mediation was not successful, what outcomes resulting from the process did you find useful or helpful?

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<sup>2</sup> Adapted from the Vancouver Coastal Mediation Project.



5. a) Were you satisfied with the neutrality, availability, and knowledge of the mediator?

Yes\_\_\_ No \_\_\_

b) What would you like to see done differently?

6. Was the referral process easy and timely? Yes\_\_\_ No \_\_\_

a) What did you like about it?

b) What needs to be different?

c) Were you provided with adequate information? Yes\_\_\_ No \_\_\_

d) Was the information provided helpful? Yes\_\_\_ No \_\_\_

7. Did you detect a difference in your relationship with your client since the mediation?

Yes\_\_\_ No \_\_\_ What was different?

8. What training needs have you noted, if any, as a result of this mediation?

9. Was this mediation process helpful in engaging in collaborative approaches and planning with children and families?

Yes\_\_\_ No \_\_\_ Comment

10. As a result of this mediation, do you think it will be easier to resolve difficulties in the future with your clients or other agencies?

Yes \_\_\_ No \_\_\_

If yes, what is it that will make the difference?

If no, what would be helpful?

11. Has this been a culturally competent process?

Yes \_\_\_ No \_\_\_ Comment

12. Has this mediation strengthened support networks within and around client families and their children?

Yes \_\_\_ No \_\_\_ Comment

13. Has the mediation process reduced the delay in decision making?

Yes \_\_\_ No \_\_\_ Comment

14. Has the mediation process reduced the time needed for court preparation and court?

Yes \_\_\_ No \_\_\_ Comment

15. Did this mediation result in improved service and positive outcomes for children and families?

Yes \_\_\_ No \_\_\_ Comment

16. Would you describe this mediation as proactive early intervention?

Yes\_\_\_

No \_\_\_

Comment

17. In future mediations what would you like to see done differently?

18. Would you recommend mediation to others?

Yes\_\_\_

No \_\_\_

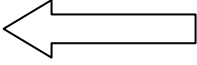
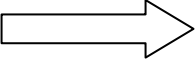
Comment

19. Do you have any further comments?

## 6. Mediation Questionnaire for Lawyers, Social Workers and Judges

### Satisfaction with the Mediation Process

Please indicate your satisfaction with the aspects of the mediation process listed below, and briefly explain the reason for your rating. Rate your satisfaction on a scale of 1 to 7 by checking the appropriate box.

	I am unable to rate this item (check if applicable)	Very dissatisfied				Very satisfied			
									
1. The speed with which the appropriate parties can be brought together to address the issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
2. The mediation's success in reaching appropriate outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
3. The opportunity mediation affords parties to be heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
4. The respect shown by the mediator to all parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
5. The ability of the mediation to determine the best interests of the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
6. The ability of the mediation to facilitate a family's access to necessary resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
7. Overall satisfaction with the mediation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									

	I am unable to rate this item (check if applicable)	Very dissatisfied ←				Very satisfied →			
8. How would you describe the contacts you have had with your social worker in this process compared to other contacts with social workers when you've had to work through some sort of problem? (Note: these "problems" should usually refer to previous protection matters.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reasons for rating:									

**Impact on Case Conference**

Have you been involved in a mediation case that has gone to a case conference?  
If not, please go to question #13.

9. In situations where a mediation meeting has been held but the case still goes to a case conference, do the planning meetings help to narrow or simplify the issues?

Yes       No

(If "yes") Please characterize the ways in which they are narrows or simplified (e.g., are there typical issues that get resolved?)

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10. Do case conferences of unresolved mediation cases involve more "difficult" cases than non-mediation cases?

Yes       No

(If "yes") In what way can they be characterized as more difficult? (e.g., is it because of the parties, the issues or both?)

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11. Please describe any other impacts the mediation has had on case conferences, regardless of whether or not cases were resolved by the mediation.

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**Impact on Subsequent Hearings of Unresolved Mediation Cases**

12. In general, would you say that protection hearings of unresolved mediation cases take more time, less time or the same amount of time as non-mediation cases?

- Less time
- Same amount of time
- More time

If “less time” or “more time” why do you think this is the case?

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**Other Comments**

13. Are there any other comments you would like to make about the role and impacts of the mediation, and/or recommendations you would like to make for its improvement?

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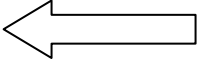
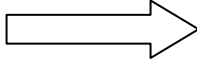
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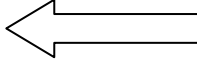
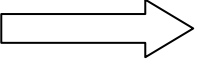
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## 7. Mediation Questionnaire for Parents

### Satisfaction with the mediation process

Please indicate your satisfaction with the following statements about the mediation process, and briefly explain the reason for your rating. Rate your satisfaction on a scale of 1 to 7 by checking the appropriate box.

	I am unable to rate this item (check if applicable)	Very dissatisfied				Very satisfied			
									
1. How quickly everybody was brought together to discuss the issues and try to work out a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
2. The actual results (outcome) of the mediation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
3. How much you were given the opportunity to be heard (to give your points of view, to talk about your concerns).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
4. The respect shown to you by the mediator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
5. How well the process considered the best interests of (your) child(ren) (or give names of children).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
6. How well the process helped to connect you up with resources that your or your child(ren) needed to make the agreement work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									

	I am unable to rate this item (check if applicable)	Very dissatisfied 				Very satisfied 		
7. Your overall satisfaction with the process (project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:								
8. How would you describe the contacts you have had with your social worker in this process compared to other contacts with social workers when you've had to work through some sort of problem? (Note: these "problems" should usually refer to previous protection matters.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:								

**Other Comments**

9. Are there any other comments you would like to make about the role and impacts of the mediation, and/or recommendations you would like to make for its improvement?

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## 8. Mediator Questionnaire

### CHILD PROTECTION MEDIATION MEDIATION SERVICES QUESTIONNAIRE

#### INTRODUCTION

In an ongoing effort to continually improve child protection mediation services we are asking for your input about how child protection mediation services are being delivered. Your comments will help ensure that quality mediator services are being provided. Please take this opportunity to share your thoughts about mediator services. If necessary, you may attach a separate sheet for your comments.

This questionnaire is a **CONFIDENTIAL** document. Only non-identifying comments may be summarized and shared with mediators.

Please fill out a separate questionnaire for each mediator you evaluate.

## QUESTIONNAIRE

Mediator's Name: \_\_\_\_\_

I have participated in mediation sessions conducted by this mediator (check one):

Once                         2–4 times                         More than 4 times  

### Satisfaction with the Mediation Process

Please indicate your satisfaction with the following statements about the mediation process, and briefly explain the reason for your rating. Rate your satisfaction on a scale of 1 to 7 by checking the appropriate box.

	I am unable to rate this item (check if applicable)	<b>Very dissatisfied</b> 		<b>Very satisfied</b> 
1. The mediator's ability to stay in control of the mediation session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:				
2. The mediator's ability to remain neutral during the mediation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:				
3. The mediator's ability to establish and maintain a respectful relationship with all the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:				
4. The mediator's ability to manage the content of the mediation (e.g., everyone understood what the disagreement was about and had a chance to talk about all the issues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:				
5. The mediator's ability to pace the mediation and move it toward a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:				

	I am unable to rate this item (check if applicable)	Very dissatisfied				Very satisfied			
		←				→			
6. The mediator's preparation for the mediation (e.g., he/she clearly understood what problems needed to be discussed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
7. The mediator's ability to end the mediation session in a timely way, keeping in mind the number of issues in dispute and the number of people participating can make a difference in the length of time a mediation takes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
8. Overall, how would you rate this mediator's performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for rating:									
9. During the mediation did the mediator have separate meetings with the participants?	Yes <input type="checkbox"/>				No <input type="checkbox"/>				
Comments about the use of separate meetings:									

10. Are there any additional comments you would like to make about the role and impacts of the mediation, and/or recommendations you would like to make for its improvement?

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11. Please provide any other comments you would like.

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You may fill out this part of the form if you want to:

I participated in mediation as: (circle one)

a parent    a social worker    parents' legal counsel    director's counsel  
advocate for parent    representative of a First Nations organization or band  
other: \_\_\_\_\_

You may sign the form if you want to:

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Please return this questionnaire to: Dispute Resolution Office  
Justice Services Branch  
Ministry of Attorney General  
PO Box 9222 Stn Prov Govt  
Victoria BC V8W 9J1  
Attn: Child Protection Mediation Program  
  
fax: 250 387-1189

## Appendix D: Data Collection Methods

Methods	Pros	Cons	Costs	Time to Complete	Response rate	Expertise needed
Self-administered surveys	Anonymous; inexpensive; easy to analyze; standardized, so easy to compare with other data	Results are easily biased; misses info.; drop out is a problem for analysis	Moderate	Moderate, but depends on system (mail, distribute at school)	Moderate, but depends on system (mail has the lowest)	Little expertise needed to give out surveys; some expertise needed to analyze and interpret the data
Telephone surveys	Same as paper and pencil but allow you target a wider area and clarify responses	Same as paper and pencil but miss people without phones (those w/low incomes)	More than self-administered	Moderate to high	More than self-administered	Need some expertise to implement a survey and to analyze the data
Face-to-face structured surveys	Same as paper and pencil, but you can clarify responses	Same as paper and pencil but requires more time and staff time	More than telephone and self-administered surveys	Moderate to high	More than self-administered survey (same as telephone survey)	Need some expertise to implement a survey and to analyze and interpret the data
Archival trend data	Quick; inexpensive; a lot of data available	Comparisons can be difficult; may not show change over time	Inexpensive	Quick	Usually very good but depend on the study that collected them	No expertise needed to gather archival data, some expertise needed to analyze and interpret the data
Record review	Objective; quick; does not require program staff or participants; preexisting	Can be difficult to interpret, often is incomplete	Inexpensive	Time consuming	Not an issue	Little expertise needed; coding scheme may need to be developed

