



RU-OK.COM



Information for learning mentors and teachers

Introduction

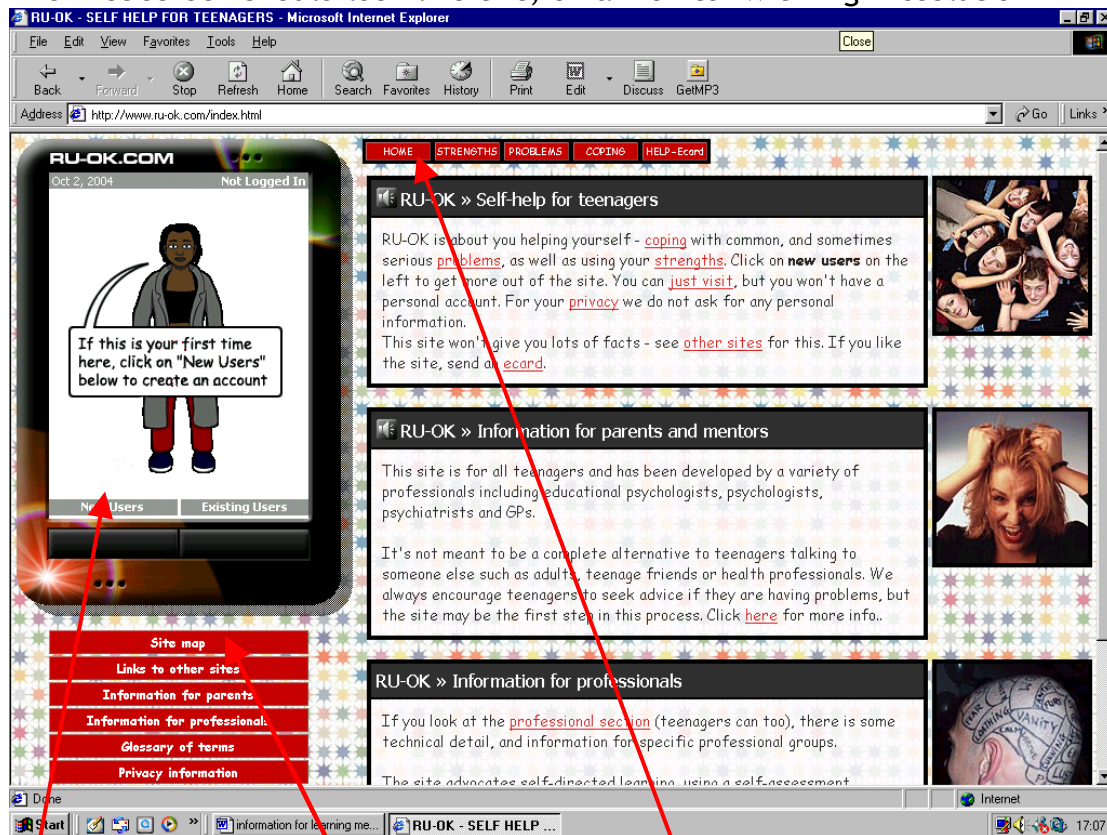
This site has been available on the web for 18 months. It is not meant to be an alternative to teenagers talking to someone else, such as an adult, teenage friend, or professional. Teenagers should be encouraged to seek advice if they are having problems. The website may be a first step in this process

The site uses a self-directed active learning approach, getting teenagers to think for themselves, communicate clearly with you and other adults, their friends and teachers.

This handout is about how to use the site with a young person, including guidance about referring onto more specialist services if the young person has significant problems.

Getting about the site

The first screen should look like this, on a monitor with high resolution



Login

Site map

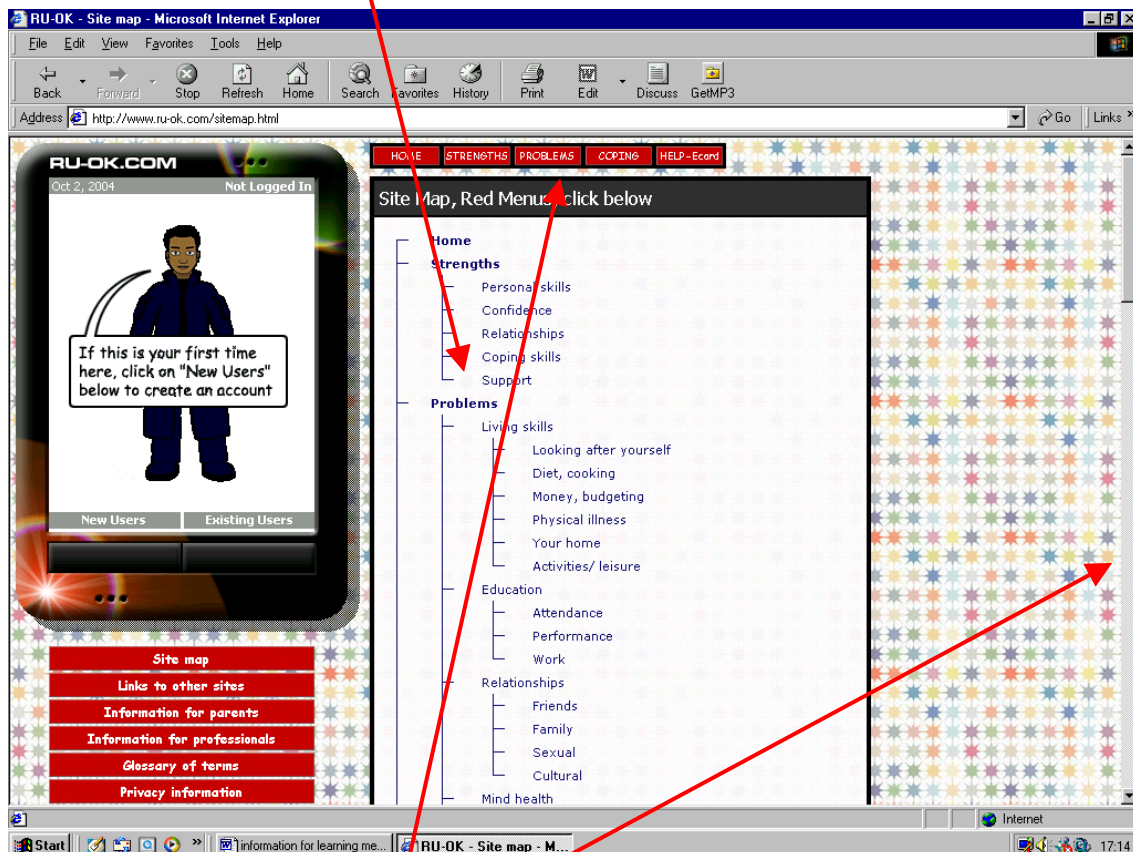
Main menu

The main menu and site map will get you around most of the site, the coping page, and humour page are a good place to start.

Login so that user can do the self-assessment and to explore the site. The self-assessment will give you some understanding of the students' strengths and problems, and some guidance about what to do about the problems.

Main menus and site map

Most people are familiar with drop down menus that come off the main menu. These are only available before you login, and most people will browse the site before deciding to login. To get around the site even more quickly, you can use the site map, which outlines the structure of the site, and allows quick navigation to whichever area you want to go.



The site map, if you scroll down, also shows what is available if you login, this part does not take you directly to the area, because you have to login in first to get there.

Problem pages (You can get there from the main menu, or site map)

These all have the same layout

- Description
- Advice
- Links to other sites
- Downloads

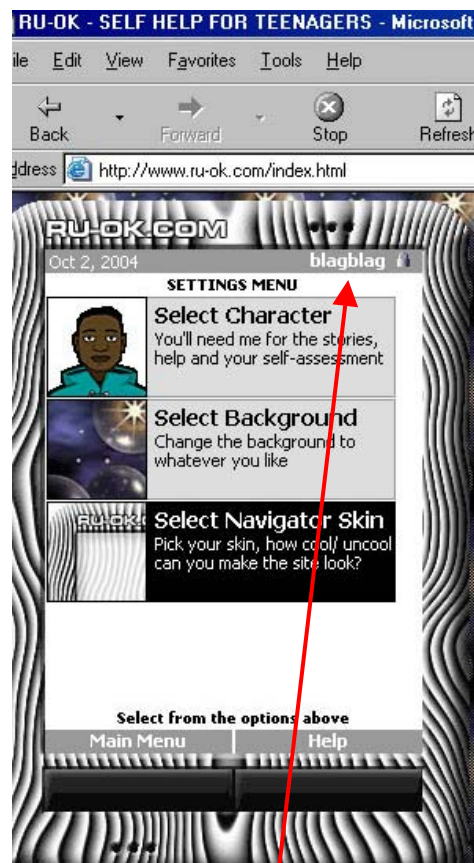
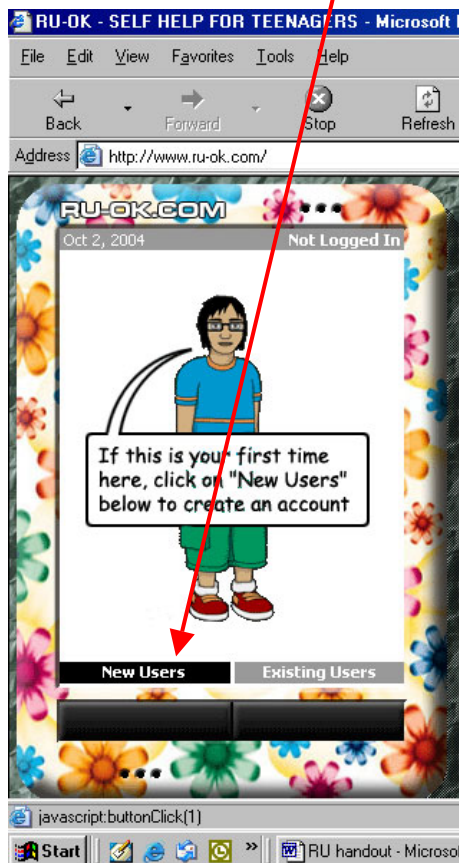
The downloads are to be printed out, or saved, and used alone or with a learning mentor. They originate from the Devon Educational Psychology Learning resource pack "Retracking". There is a link to them on the site, under the contact us button.

Some ideas about how to cope with everyday stress, including cartoons and stories can be found off the coping menu.

Login and security

The login is secure; your details are not stored in any recognisable form. Your password and user name are not stored on the computer, but on the website side. Only a small cookie is used to recognise the last settings used. Thus, multiple users can use the site securely.

Once you login you can personalise the website, using different characters and colours. To login, click on the new user button, and enter a name and password, they need to be at least **8 characters long**. You can use spaces, numbers and so on.



You then use the navigation menus in this PDA type thingy!

First personalise, choose what you want, then click select and your settings will be saved.

To logout, click on your name; it is in the top right hand corner or the "navigator". Also the user will be automatically logged out if they close the browser window.

Self assessment: Overview

This allows a young person to do the following:-

1. Rate their strengths and problems
2. Save this information securely
3. Get advice; the advice varies depending on the severity of the problem
4. Visit again on another day, and rate strengths and problems again
5. See a graph of strengths versus problems
6. Look at past ratings to compare "now and then"

This self-assessment is likely to be used by older teenagers, and teenagers using the site alongside a mentor or friend. Self-assessment can be a starting point to discuss potential problems, and what to do about them.

After completing the self assessment, there could be a discussion about the following:-

- Which problems are causing most difficulties?
- Which problems does the young person want to work on?
- Which problems can be worked on with the mentor, and which need other help, such as discussion with a teacher, or referral onto another agency (voluntary, health, social services etc).
- Differences in opinion about problems, such as the young person minimising a problem, and a teacher, or parent perceiving the problem to be severe.

Child protection and other possibilities

It is assumed that learning mentors and other adult mentors working with teenagers will have a good working knowledge of child protection procedures, and the limits of their expertise and work. Sometimes self-assessment can lead to disclosures of abuse by others. Confidentiality with a young person has to be overridden if significant harm is occurring to the young person or another young person. The mentor should discuss the matter with the child protection coordinator.

In other circumstances the young person may wish to keep some problems confidential, such as self-harm, eating problems, drug or alcohol use, sexual relationships. Making a judgement about what to do can be very difficult. The mentor has to take into account numerous factors such as:-

- Their expertise in working with young people
- The severity of the problem
- The developmental age and chronological age of the young person
- The young persons capacity to give consent, and capacity to understand the risks and consequences of actions (e.g. drug misuse, or self-induced vomiting)
- The risk of significant harm occurring to the young person or others
- Knowledge of the Youth Justice System and the law

It is assumed that the mentor will not be working in isolation, and will have supervision time with a senior to discuss confidentiality issues, as they occur relatively frequently, especially in "drop-in" facilities.

When working with young people, its useful to give a clear message from the outset that mentors work as part of the team, that confidentiality can be kept in most circumstance, but difficult or risky situations or behaviour require discussion with team mentor members colleagues. This prevents situations where the young person believes they have been let down by the mentor, or promises have not been kept.

1) Self-assessment: Ratings

In most circumstance young people prefer to start with the strengths section, but give them the choice! Both strengths and problems have the same layout and procedure.

There are three stages to making ratings:

1. Choosing areas that are a strength (or problem)
2. Rating the severity of the chosen area
3. Saving, or updating their ratings

The screenshot shows the RU-OK.COM website interface. On the left, there is a 'SELF-ASSESSMENT MENU' with four options: 'Rate Your Strengths', 'Rate Your Problems', 'View your results', and 'See your scores'. The main content area is titled 'RU-OK » Self-assessment » Strengths »' and displays a list of areas for assessment. A red arrow points to the 'Money' row, which has a yellow box with an 'X' in it. The list includes: Personal skills, work; Sports; School work; Music/ singing; Drawing/Arts/Practical skills; Cinema/Drama/Dance; Computer/ICT; Electronic games; Money; A Job; Support from others; Good friends; Good parents or guardians; Good relatives.

Choosing an area

Wait for the list to display, if you are using broadband this should be quick, if dial-up, you may need to wait about 10 seconds

Click on the tick boxes on the left for areas you consider a strength or problem.

A line of graded green or red boxes appear on the right of the list **without X** in them at first.

Rating severity

Whenever you wish, click on one of the boxes to rate severity. As you move over the boxes, there is information about the severity level, to guide the young person in making their ratings. Questions about the area are also given, the young person and you should make an **overall judgement when rating, and when considering the questions**. Try not to not get too stuck on the questions or rating, as some of the guidance may not apply to the young person.

Click on a coloured box to rate severity

The hover box gives questions and guidance about how to rate severity

RU-OK.COM - Assessment Problems - Microsoft Internet Explorer provided by BT openworld

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Media History

Address http://www.ru-ok.com/advicetest.jsp?SP=

HOME STRENGTHS PROBLEMS COPING HELP LINKS

RU-OK.COM
Mar 20, 2004 blagblag

SELF-ASSESSMENT MENU

Rate Your Strengths
Press update (bottom of page on right) to save your ratings

Rate Your Problems
Press update, then you can get advice

View your results
See a list of the ratings you just made

See your scores
See a graph of the scores for the ratings you just made

Select from the options above
Main Menu Help

RU-OK » Self-assessment » Problems »

blagblag: last visit 2004-03-18 Change and save this new record (bottom of page)

Living skills

<input checked="" type="checkbox"/> Looking after yourself					X		
<input type="checkbox"/> Cooking, health eating							
<input checked="" type="checkbox"/> Physical illness					X		
<input checked="" type="checkbox"/> Money, budgeting					X		
<input type="checkbox"/> Family							

Money, budgeting
How are your finances? Do you ever have problems paying bills / rent?
Is this sufficient for you to buy essential items, like food, clothes, electricity?
Do you have enough money for leisure activities, clothes, going out, CDs, games etc.?

You only have enough money to cover living costs.

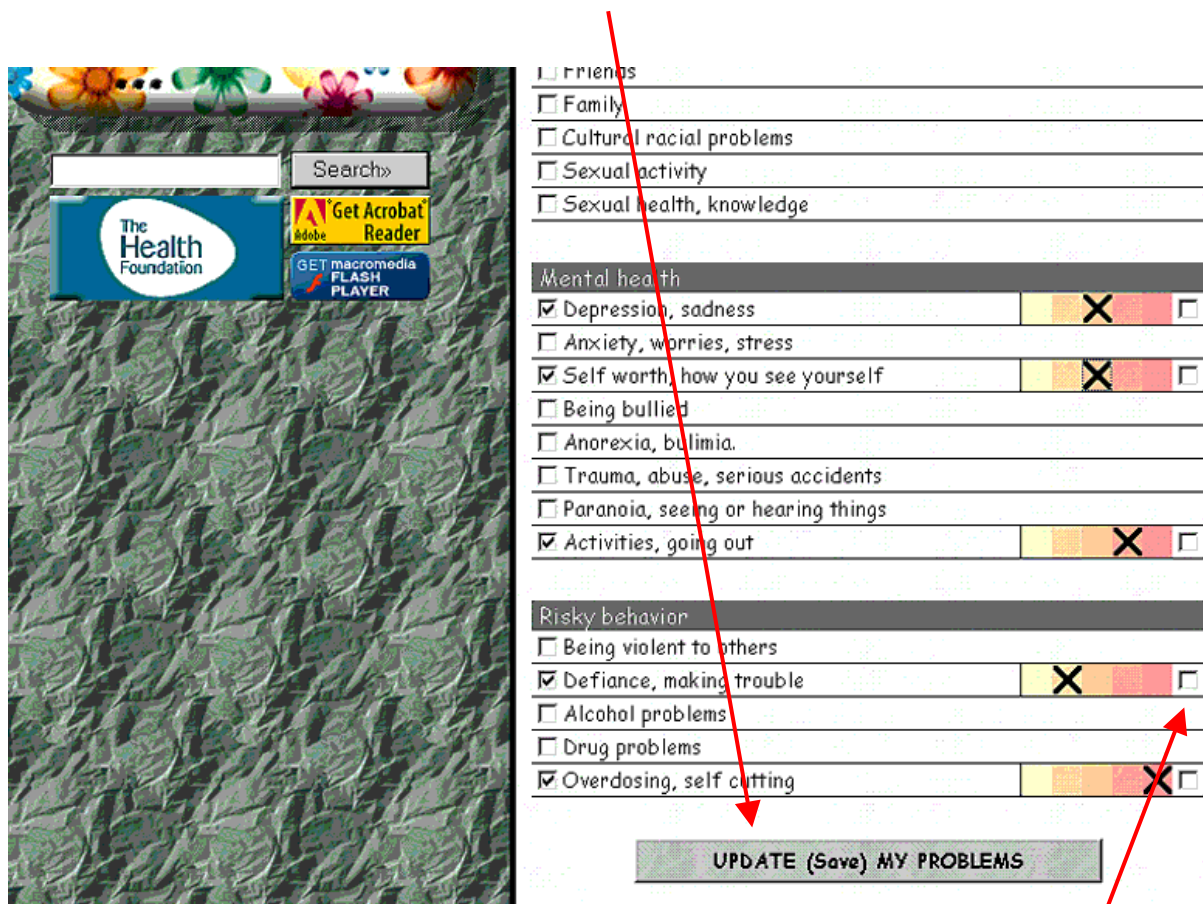
Click on a **coloured box** on the RIGHT. After saving, click the check box on the RIGHT

javascript:mlk(22,2)

Start Inbo... Micr... RU... Ado... 11:55

2) Self-assessment: Saving

At the bottom of the page is a button to save your ratings, remember to use this before you leave the page! Or your rating won't be save.



The screenshot shows a self-assessment form with a green textured background. On the left, there is a search bar and logos for 'The Health Foundation', 'Get Acrobat Reader', and 'GET macromedia FLASH PLAYER'. The form lists various problem areas with checkboxes and severity scales (1-5). A red arrow points from the 'UPDATE (Save) MY PROBLEMS' button at the bottom to the 'Save' text in the button label.

<input type="checkbox"/>	Friends					
<input type="checkbox"/>	Family					
<input type="checkbox"/>	Cultural, racial problems					
<input type="checkbox"/>	Sexual activity					
<input type="checkbox"/>	Sexual health, knowledge					
Mental health						
<input checked="" type="checkbox"/>	Depression, sadness			X		
<input type="checkbox"/>	Anxiety, worries, stress					
<input checked="" type="checkbox"/>	Self worth, how you see yourself			X		
<input type="checkbox"/>	Being bullied					
<input type="checkbox"/>	Anorexia, bulimia.					
<input type="checkbox"/>	Trauma, abuse, serious accidents					
<input type="checkbox"/>	Paranoia, seeing or hearing things					
<input checked="" type="checkbox"/>	Activities, going out			X		
Risky behavior						
<input type="checkbox"/>	Being violent to others					
<input checked="" type="checkbox"/>	Defiance, making trouble			X		
<input type="checkbox"/>	Alcohol problems					
<input type="checkbox"/>	Drug problems					
<input checked="" type="checkbox"/>	Overdosing, self cutting			X		

UPDATE (Save) MY PROBLEMS

3) Self-assessment: Getting advice and answers

Once you have saved your rating you can use the other menus, and the little tick boxes on the far right hand side to show advice (advice is graded for problems). Click the tick boxes on the right. *You may need pop up windows enabled for the pop up to show. If you can't turn them on, then use the menu "Show ratings with advice"*

4) Self-assessment: Coming back to rate again

On another day, or say after a few weeks (or longer) of working with a young person, they may wish to revisit their ratings and save a new record. When they login and go to self-assessment, the last rating they made will be shown, with the date completed at the top of the list.

They can alter this rating, adding new problem areas, removing others, increasing or decreasing severity ratings, and then save the record. This will be saved as a **new record**. Therefore there will now be two records, on two different dates.

5) Self-assessment: Seeing graphs

The young person can now use the menu on the left to look at some graphs, comparing strengths and problems. The graphs also group the information to give total scores for the groups. For interest the severity/ strength scales are rated one to five.

RU-OK.COM
Oct 2, 2004 leokroll

Your results

Hello leokroll
You have more problems than strengths, you may not be OK. If you have not rated any strengths, do this, then come back here

RU-OK? Your strengths and problems
Main Menu | Assessment Menu

RU-OK » Self-assessment » Problems »

leokroll: last visit 2003-11-14: Total score is **54**: scores for each group are shown below:

Living skills	14
Education	0
Friends, relationships	4
Mental health	29
Risky behavior	7

RU-OK » Self-assessment » Strengths »

Last visit 2003-10-23: Total score is **30**:

Personal skills, work	15
Support from others	5
Relationships	5
Confidence, assertiveness	5
Coping skills, organization	0

6) Self-assessment: Looking at past records

The young person can use the menu to look at past records, by using the drop down box to pick a previous record. If it just gives you a long list of “null” then there are no previous records for the rater. For an example of multiple ratings, go to the start page and click on the “**just visit**” link on the home page, (in the top right hand introduction box).

RU-OK.COM
Oct 2, 2004 leokroll

Select previous assessment Problems

Hello leokroll
Select date from the drop down box, then click on bottom right

Select an assessment
Assessment Menu | visits

RU-OK » Self-assessment » Problems »

leokroll: this record is for the 2003-10-23

Living skills	
Looking after yourself	✗
Cooking, health eating	✗
Physical illness	✗
Money, budgeting	
Your home, where you live	
Education	
Getting to school/college	
Doing school/college work	
Work, your job	✗
Friends, relationships	
Friends	
Family	
Cultural racial problems	
Sexual activity	✗
Sexual health, knowledge	

Interactive stories

These don't save any data, but do use the young person's choice of character to run through some common teenage situations.

First stage

The purpose is to develop emotional and cognitive (thinking) awareness for the young person. It does this by first taking the young person through the following steps

- Choosing a story
- Picking a feeling for the character
- Seeing what happens to the character in the story

The stories are very simple, but can establish a discussion about feelings and how they affect situations. The text below the stories is underpinned by a problem solving approach, such as

1. Evaluating the situation
2. Being aware of how you feel
3. Being aware of what you are thinking
4. Choosing what to do about the situation, including regulating (controlling) your feelings and thoughts
5. Seeing what happens
6. Deciding whether it was successful, and if not, trying again, or thinking about what happened so to be better prepared for the next time the situation occurs
- 7.

The screenshot shows the RU-OK.COM website interface. On the left, the 'INTERACTIVE STORY - STEP 1' section is titled 'Teacher puts you down' with the text 'The teacher's having a go at you again, what will you do?'. A dropdown menu shows 'Very angry' selected. Below it, instructions say 'Watch your characters expressions and thoughts as you choose your feelings!' and 'Now click View Outcome below to see what might happen.' There are buttons for 'Stories' and 'View Outcome'. On the right, a comic strip shows a teacher scolding students. A speech bubble from a girl says 'I feel like I'm going to lose it'. Below the comic, a text box asks 'What's your immediate feeling?' and explains: 'Feelings can be sudden and very intense. People often feel they have no control over their feelings. See what happens when the person shows these feelings for the situation you chose.'

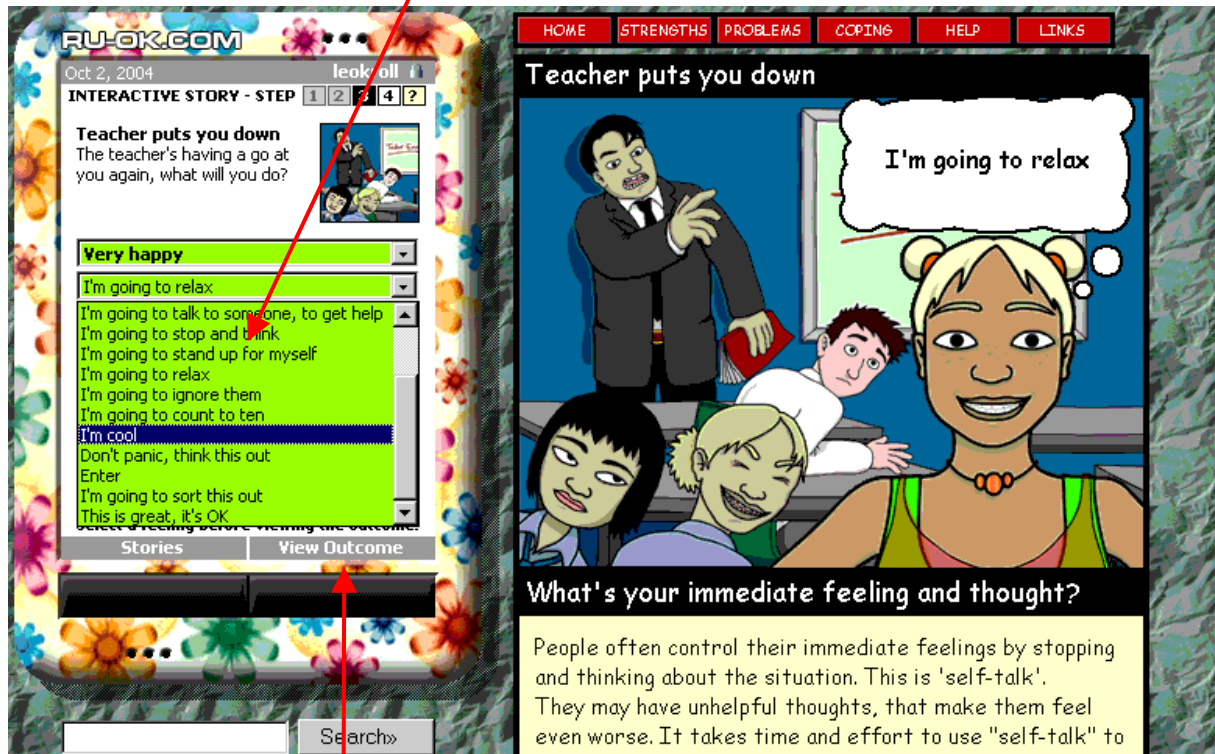
Pick feeling here

Then outcome

Stages of story

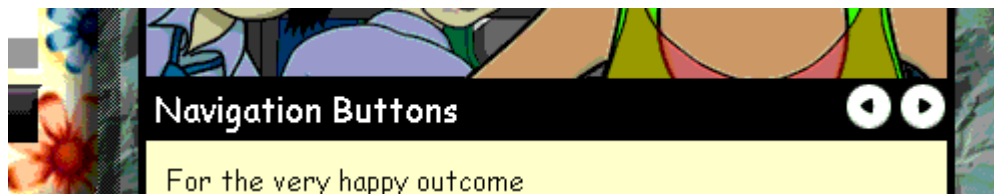
Second stage

After the first three steps, the young person can choose another feeling, but this time, they can also choose a thought.



The screenshot displays the 'RU-OK.COM' website interface. On the left, a sidebar contains a list of outcomes under the heading 'Very happy'. The selected outcome is 'I'm going to relax'. Below the list are buttons for 'Stories' and 'View Outcome'. On the right, a main content area shows a cartoon illustration of a classroom scene titled 'Teacher puts you down'. A character in the foreground has a speech bubble that says 'I'm going to relax'. Below the illustration, a text box asks 'What's your immediate feeling and thought?' and provides a definition of self-talk: 'People often control their immediate feelings by stopping and thinking about the situation. This is 'self-talk'. They may have unhelpful thoughts, that make them feel even worse. It takes time and effort to use "self-talk" to

By clicking on the outcome, a short script is run, played out via thought and speech bubbles using the navigation buttons that then appear below the story. Text information is given.



The close-up shows the 'Navigation Buttons' section, which includes a play button icon and a text box that says 'For the very happy outcome'.

The purpose of this is to encourage a discussion about the difference between thoughts and feelings, and that what is felt can be controlled by thoughts. This is difficult concept for younger teenagers, who may only just be starting to be aware of how they feel. The link between thoughts, feelings and outcomes, although difficult, should be useful for older teenagers, emotionally literate younger teenagers, in order to develop better problem solving and assertion skills.

There are 8 stories, though it is unlikely that more than two story will be chosen or worked with in a session.

The characters have their own ways of describing their feelings, so the young person may wish to choose different characters out of curiosity.