HIGH FIVE®
QUALITY ASSURANCE STANDARD

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Research shows the experiences children have in recreation and sport at an early age carry a life-long impact.
How do we know if our programs are meeting the developmental needs of the child?

How do we measure this?
HIGH FIVE Principles of Healthy Child Development Training

Quality begins with training leaders on program design that is grounded in child development research.
What do we need to consider when planning quality experiences for children in recreation?
Exercise I: Leader to Child Interactions
Children need:

• Opportunities for self-directed exploration.
• To be involved in resolving their own conflicts and issues.
• To use their imagination and be valued for their unique perspectives.
• To make meaningful choices
The HIGH FIVE training for recreation leaders provides evidence based approaches for designing activities for children.
HIGH FIVE® Principles

Essential for quality programs

A Caring Adult

Friends

Play

Mastery

Participation

http://highfive.org/what-high-five/studies-research
HIGH FIVE® Design Guidelines

Developmentally Appropriate  Safe  Welcoming of Diversity & Uniqueness

By applying the HIGH FIVE Principles and Design Guidelines, leaders can intentionally plan better outcomes for the children participating in their programs.
The next step in delivering quality programming is to **MEASURE** how well the program is meeting the developmental needs of the child.
What do you look for when measuring quality experiences?
The QUEST 2 measures the experience of the child by looking at interactions and program factors which influence development. It has five sections.
Program Observation Tool

- Grounded in research.
- Child centered.
- Relevant to any programs for children.
- Scientifically reliable and validated.
During three distinct phases, internal consistency and inter-rater reliability was assessed, both of the tool's construct validity and content validity.

**Internal consistency** is typically a measure based on the correlations between different items on the same test. This was determined using Cronbach’s Alpha.

**Construct Validity** refers to the degree to which a test measures what it claims to be measuring. This was assessed by a third-party consultancy by correlating the scale and total scores with the leader/child ratio and years of education of leaders.

**Inter-rater reliability** is the degree of agreement among raters. This was assessed using the intraclass correlation and the Spearman Brown Prophecy.

**Content Validity** refers to the extent to which a measure represents all facets of a given social or cultural practice. This was assessed by a third-party consultancy by requesting a sample of experts to rate the importance of each item as a factor affecting the healthy development of children.
## 5. Program Characteristics and Supports

This section focuses on how physical environments and program design support healthy child development.

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6 Balance, Variety and Choice in Activities</td>
<td>Children are not presented with choices</td>
<td>Some choices are presented to the group (i.e., choices are limited)</td>
<td>Choices are presented to the group fairly often (i.e., children are given the opportunity to work together to design activities including warmups and cheers)</td>
<td>The program is lead in a manner that encourages children to make choices</td>
<td>Children are actively encouraged to make choices, pursue individual interests and try new activities</td>
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<tr>
<td>Focus: The extent to which a program offers variety, balance (between active and passive, structured and unstructured activities) and choice.</td>
<td>Some children appear bored and have chosen not to participate</td>
<td>Some children are engaging in activities which are not part of the program</td>
<td>Both active and passive activities are part of the program when appropriate</td>
<td>There is a balance of appropriate active and passive activities</td>
<td>There is a balance of large group, small group and individual activities when appropriate</td>
</tr>
<tr>
<td></td>
<td>The same activities are done repeatedly without variation</td>
<td>Focus is on the outcome of the activity, not on the fun of playing</td>
<td>Children participate willingly (i.e., are inspired by creativity of leader)</td>
<td>The children are engaged, stimulated and challenged</td>
<td>There is a balance between the outcomes of the activity and the fun of playing (i.e., playing game vs. perfecting skill)</td>
</tr>
</tbody>
</table>

The QUEST 2 scoring system is user-friendly. It defines what to look for, or what the possible behaviours could be under each potential score ranking from 1 - 9.
Exercise 2: Measuring Leader to Child Interactions
HIGH FIVE®
QUALITY ASSURANCE FRAMEWORK

QUEST 1
• Use the QUEST 1 Tool for gap analysis
• Use the QUEST 1 Guide for policy development
• Identify evidence-based practices for risk management

The next step in delivering quality programming is to IMPLEMENT policies and procedures to protect the health and well-being of the child and MEASURE adherence.
How are policies and procedures communicated in your organization?
Policies and Procedures

- Over 85 different Policy and Procedure Templates.
- Child centered.
- Relevant to any programs for children.
- Measures adherence to policy & procedures.
HIGH FIVE®
QUALITY ASSURANCE FRAMEWORK

- Increasing Recognition and Credibility
- Measurable Results that can be celebrated and shared with Funders, Council and Parents
- HIGH FIVE Database provides valuable reports for informed decision making.
More than 1 Million Kids Annually are receiving quality experiences through organizations using HIGH FIVE

Positive Impacts
Thanks for attending!

HIGH FIVE® National

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