



Bath Spa
University

dna | david niven
associates

**Questioning Skills
for Professional Outcomes**

Tony Domaille



Why this module

- Provides professionals with the skills to plan for and carry out effective information gathering through good questioning and evaluation
- “I hadn’t realised how far away from that sort of questioning I was, it really opened up the visit”

(Health Visitor. BANES)



Learning Lessons, taking action

- Families were often hostile to contact from professionals and developed skilful strategies to keep them at arms length
- Professionals became confused and uncertain about the significance of issues in complex and chaotic families
- Too much reliance was placed on what parents said

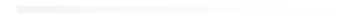
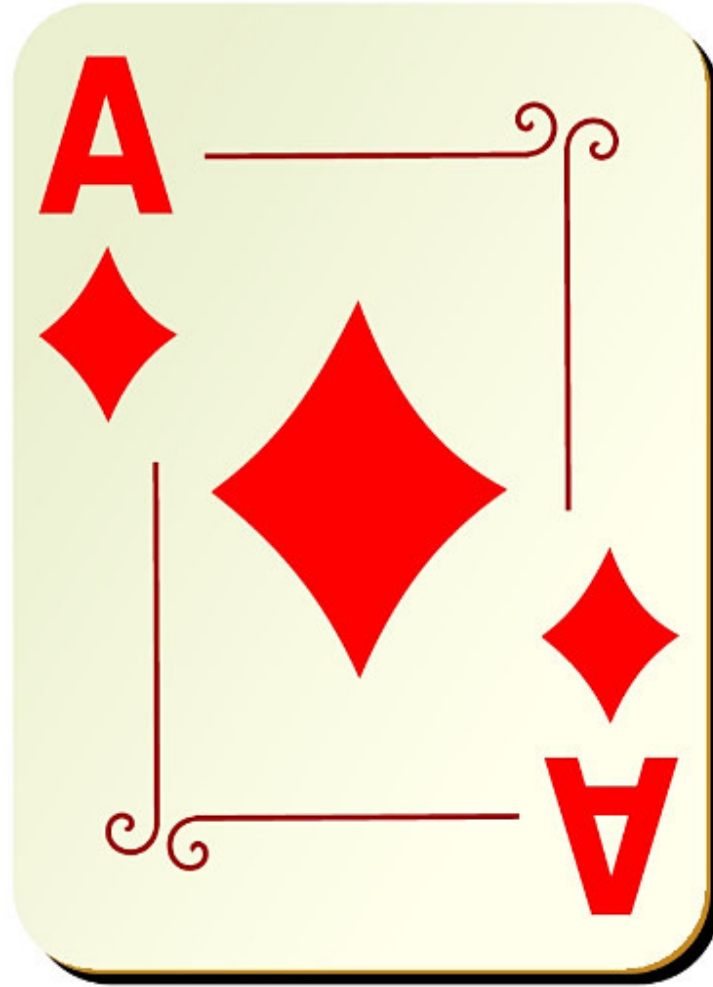
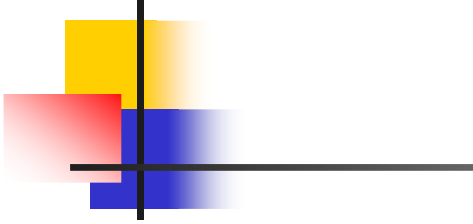
(Ofsted 2008)



Research Findings

- The best gatherers of information were better at **planning and preparing** for conversation
- Better results come when there is effective **engaging and explaining** of the purpose of the 'interview'
- The best interviewers allowed the interviewee to provide an uninterrupted **account** before asking questions

(Dr Becky Milne, Portsmouth University)





How the Module works

- A one day work shop with clearly defined learning outcomes – delivered by employers or via the programme
- A written portfolio reflecting on a minimum of three interviews and analysing the impact of the prescribed model in discharging your roles and responsibilities in safeguarding children. It should outline a plan of action for your continuing professional development.

(5000 words)



Intended Learning Outcomes

- 1) Be able to effectively plan and prepare for any interview to gather information for the purpose of safeguarding children
- 2) Recognise barriers to communication and so engage and build an effective rapport



Intended Learning Outcomes

- 3) Know how to obtain the most detailed information possible, differentiating between productive and counter-productive questions
- 4) Know how to close an interview, leaving opportunities for future information gain
- 5) Be able to effectively evaluate information obtained



Good advice

“Healthy scepticism and respectful uncertainty”
(Laming 2003)

“Once we have formed a view on what is going on, we often fail to notice or dismiss evidence that challenges that picture” (Fish, Munro & Bairstow 2009)



Any Questions?

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