Whose outcomes? Making sure that 'so what' question stays focused on outcomes for children:

How leadership, practice and reporting are all aligned to focusing on outcomes for children

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Different strategies for keeping the focus on improving outcomes for children, all underpinned by GIRFEC

1. Client database – MAPS
2. Practitioner toolkit – A Better Life
3. Practice Champion model
Includem

is a specialist charity, founded in 2000 solely to address a gap in services for Scotland’s most vulnerable and chaotic young people and their families.
Background

• We deliver 1-to-1 support in the community, at the times of most need.

• We work in partnership with LAs primarily Glasgow, West Dunbartonshire, Fife, Dundee, Clackmannanshire and Stirling.

• Every year we support 400-500 young people, aged 5-24 years old, and their families/carers. (66% aged 12-15 at referral)

• Mostly Social Work referrals, many within the Children Hearing System for welfare and/or offending reasons.
INCLUDEM

Spectrum of Services

Increasing complexity of risks and needs. Increasing cost to society of unmet needs. Includem services are reducing risk, addressing immediate and underlying support needs, and reducing the potential cost to society.

GIRFEC STAGED MODEL OF SERVICE PROVISION
Clients Database - MAPS

Management
Analysis
Performance
Standards
Aim: To promote reflective practice through consistent...

- Needs and Risk assessments
- Support planning
- Recording of work undertaken
- Tracking outcomes (Wellbeing Web)
- Regular reporting

... to improve outcomes for young people
Includem Outcomes Framework

1. Healthy
   - 1.1 Enhanced parent/carer/adult child relationships (OS)
   - 1.2 Improved parent/carer confidence/resilience (DB, P/C Survey)
   - Increased resilience (OS)
   - Less dependence on drugs and alcohol (OS)
   [Also: 2.1, 2.2, 5.1 and 5.2]

2. Safe
   - To develop healthy trusting relationships (DB, VP)
   - Reduction in levels of risk/harm (OS)
   - Able to understand the consequences and risks of own behaviour (OS)
   - Able to cope better with crises (DB)
   - Less absconding (DB)
   [Also: 1.4, 3.7, and 7.1]

3. Nurtured
   - Stable and secure accommodation (DB, OS)
   - Remain with birth families (DB, OS)
   - Prepared for placement moves (DB)
   - Prevent/reduce admission to secure care (DB)
   - Return child home from secure care (DB)
   - Engaging with Includem support (DB)
   - Parent/carer supported to maintain young people safely in the community (DB, P/C Survey)
   [Also: 1.1 and 2.1]

4. Achieving
   - Maintain/improve engagement with education (OS)
   - Maintain/improve engagement with training or employment opportunities (OS)
   [Also: 5.1 and 5.2]

5. Active
   - Social skills gained/improved (OS/VP)
   - Increased opportunities to take part in activities (DB, OS)
   [Also: 4.1 and 4.2]

6. Respected
   - Contribute to planning and decision making (ABL)
   - Views and opinions voiced and acted on (VP)
   [Also: 1.1 and 2.1]

7. Responsible
   - Reduced offending and other problem behaviour (DB, OS)
   - Better victim awareness and consequences of offending (OS, ABL)
   - Less anti-social behaviour (OS)
   - Aware of own social behaviour (OS)
   - Increased own responsibilities (OS)
   - Increased compliance with MRC (DB)
   [Also 2.3]

8. Included
   - Engaging with other services/agencies (DB)
   - Increased attendance at appointments (DB)
   - Improved engagement with officials (DB)
   [Also: 3.6, 3.7, 4.1, and 5.2]
Support Planning

• Outcome – S.H.A.N.A.R.R.I.
• Goal – What is to be achieved
• Steps – What are you going to do
• Understood by the young person and S.W
• Consistent
• Meaningful
Person Centered Plan for Holden Caufield

Holden understands how his drug and alcohol use may affect his offending.

Ask Holden to imagine what would have been different about his offending behaviour if he had not use alcohol and drugs has affected his behaviour in the past.

Ask Holden to remember his past offences and decide if alcohol & drugs played a part.

Why do I want to achieve this goal?

Responsible (reduce offending behaviour)

How do I feel about how this is going? Unsatisfied

Holden has increased opportunity to take part in leisure activities

Facilitate visits and allow Holden to try out activities.

Help Holden to identify leisure activities and resources within the local or Glasgow area that he would like to participate in.

Speak with Holden about what sporting activities or hobbies he has.

Why do I want to achieve this goal?

Active

How do I feel about how this is going? Satisfied
Reflective Practice after a Contact

• Description - What happened?
• Feelings - What did you think and feel about it?
• Evaluation - What were the positives and negatives?
• Analysis - What sense can you make of it?
• Conclusion - What else could you have done?
• Action Plan - What will you do next time?
Tracking Outcomes - Wellbeing Web

- Integrated within practice tools
- Young people, and families, benefit from more active participation in, and ownership of, reviewing progress against their goals.
- Improves quality of Support Planning assessment and review processes.
1 Feel Safe

Feeling safe means:
- You feel protected from harm within your home and school.
- The people who care for you teach you how to protect yourself from harm.
- You are not scared when you go out and about in your local area.
- You know when things are risky and try to stay away from danger.
- The people who care for you know who you are with and where you are when you go out.
### Safe

<table>
<thead>
<tr>
<th>1.1 I am Safe</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holden feels safe within the community, but continues to associate with anti-social peer group, picking up charges and becoming involved in gang violence.</td>
<td></td>
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<table>
<thead>
<tr>
<th>1.2 Notes</th>
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</table>

### Healthy

<table>
<thead>
<tr>
<th>2.1 I am healthy</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holden states that he is healthy and will become a professional football player. Holden is prone to binge drinking and smokes. Holden rarely eats meals at home. Holden has no other diagnosed health issues.</td>
<td></td>
</tr>
</tbody>
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<table>
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<tr>
<th>2.2 Notes</th>
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### Achieving

<table>
<thead>
<tr>
<th>3.1 I am achieving</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holden states that he hates school and he rarely attends. Holden was moved to a special education resource to better manage his anger and behaviour outbursts. Holden does not attend on a regular basis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>3.2 Notes</th>
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### Nurtured

<table>
<thead>
<tr>
<th>4.1 I am nurtured</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holden’s mother attempts to offer him a stable home, but is unable to maintain this in the long term due to her own issues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Notes</th>
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</table>
Your Outcome Review has been created. What would you like to do now?

Outcome Review Complete

Print your Outcome Review

Start a new plan

01/05/2013 Wellbeing Web - Young Person Baseline

- 1.1 I am Safe
- 2.1 I am healthy
- 3.1 Achieving
- 4.1 Nurtured
- 5.1 Active
- 6.1 Respected
- 7.1 Responsible
- 8.1 Included

Finish
Referral Information

Risk Assessment

Monthly Report
Support Plan
Contact Logs
Wellbeing Web
Client Database – So what

• Individual reflective practice
• Accountability - Reporting tools for managers, Board and funders
• Close monitoring by Practice Champion (KPIs, random sampling) - to inform organisational practice improvement
• Contributes to wider picture
Pause for thought…

Questions and Discussion
Practitioner Toolkit – A Better Life

A series of dynamic modules helping to address many of the issues that impact on Young Peoples’ lives.
Includem Model of Practice

Assessment and engagement
- Assess risk and responsibilities
- Immediate contact post referral
- Review and develop the assessment
- Relationship building

Setting goals and action plan
- Build commitment to change and set goals
- Support planning meetings

Structured modules
- Offending and Risk-Taking Behaviours
- Understanding How Others Feel
- Managing My Emotions
- Sexually Harmful Behaviour (integrated)
- Drugs and Alcohol
- People in My Life
- Beating Boredom
- Health and Wellbeing
- Independent Living
- Education, Training and Employment

Structured coaching conversations
- Sustaining commitment to act on goals
- Connecting the learning from the programmes to real life
- Problem solving
- Reinforcing pro-social values and behaviours

Review and disengagement
- Relapse prevention plan
- Recognition of achievements
- Consolidate behaviour change
  - Stronger family relationships
  - Involvement in education, training or employment
  - Positive leisure pursuits
- Transition to using other social supports

The module – This is My Life contributes to these initial stages

CORE ELEMENTS THROUGHOUT INTERVENTION
- Persistence and Stickability
- One-to-one relationships based on respect, honesty and care
- Help and support at times of need
- Focused supervision and support
- Crisis management
- Rigorous and positive responses to non-compliance
- Working in partnership with parents/carers
- Active brokerage role
- Rigorous risk management
- Monitor and evaluate outcomes

The module – This is My Future contributes to this final stage

SIGN UP FOR OUR NEWSLETTER AT WWW.INCLUDEM.ORG

There for young people 24/7
• This Is My Life
  • Offending & Risk taking Behaviours
  • Managing My Emotions
  • Understanding How Others Feel
  • Drugs & Alcohol
  • People In My Life
  • Working with Families
  • Health & Wellbeing
  • Beating Boredom
  • Independent Living
  • Education, Training & Employment

• This Is My Future
Practice toolkit – ‘So what’

Support planning and wellbeing web is embedded within *A Better Life*

Usage of A Better Life recorded and monitored using MAPS

Different ways using A Better Life and effectiveness explored by our Practice Champion
Pause for thought...

Questions and Discussion
At its heart, this role is about the young people with whom we work; constantly improving our practice and systems, so that we can improve their outcomes.
Overview of Role

- Explore and audit Includem’s work, and monitor our model of intervention
- In-depth reviews
- Investigate any complaints
- Feed findings back into the organisation to improve and develop practice
So far…

• Helpline review
• Review of our work with families
• Opportunity to talk directly to young people and families, and to get their views on the service. Feedback from young people and families goes directly back into practice training and development.
Methodology

- Random sample across Includem
- Interview young people and families
- Assess all recorded evidence and reports
- Corroborate findings from recorded evidence
- Action Research - Implement improvements during review process
- Report highlighting strengths and recommendations
- Findings filtered throughout the organisation via direct feedback, training, and an on-going review process
Practice Champion – So what

• Post operates in a semi-external capacity.
• Role is to dig deeply into our practice, and find out exactly what we do; then to “cascade” the lessons learnt back through the whole organisation.
• Link to theories, research and good practice
Pause for thought…

Questions and Discussion

http://crfrblog.blogspot.co.uk/
Final thought…

How to stay relentlessly focussed on improving practice so that outcomes for children improve?

Listen, reflect, change