

Making Moments Meaningful that Nurture Developmental Achievements towards Belonging, Mastery, Independence and Generosity



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Curating Quality Practice Outcomes That Matter: Recording and Reporting Solutions

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Making Moments Meaningful

How do we articulate what we do and introduce others to what our Children's Residential Centre provides for young people and families?

Nurturing Developmental Achievements

What contributions can our Children's Residential Centre make towards nurturing developmental achievements through providing, monitoring and supervising community life in this environment?





Making Moments Meaningful

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- How do we ensure that our best efforts are directed towards making single moments or events with this person as helpful, healing and purposefully meaningful as possible?

Locating Each Young Person at the Centre of What We

Do
What opportunities are
provided for Developmental
Achievements

Around Me

and

Inside Me!





ACRC Policy Documents on Outcomes Measurement

- **Performance Measurement and Benchmarking Highlighted (ACRC, 2007)**
- **Organizational and Industry Challenges**
- **Measurement for Re-defined Residential Centres**
- **Measuring Functional Outcomes (ACRC, 2012)**
- **Process Indicators and Organizational Indicators**

What Outcomes Matter?

Who Decides



- **The Young Person herself?**
- **Parents, Siblings and Family Members?**
- **Neighbours, Courts and Local Community Members?**
- **Teachers, Youth Workers and Social Workers?**
- **Accountants and Service Managers?**
- **Policy Makers, Service Monitors and Enforcers?**



3 Types of Outcomes are Important to Children's Residential Centres



– **Policy Outcomes**

– The Law, Government Policies, Regulations & Standards

– **Service or Programme Outcomes**

– Key Performance Indicators (KPIs) for Health, Education, Welfare and Justice

– **Developmental Outcomes**

– This Child's Developmental Achievements

Whose Outcomes Matter?



Policy Outcomes

**Statistic
al
Evidenc**



Service Outcomes

**Address
Key
Performan
ce
Indicators**



**Developmental
Outcomes for this Youth**

**Carers, Teachers and Mentors Evidence
Developmental Achievements Week to
Week**

Nurturing Developmental Achievements around Belonging, Mastery, Independence and Generosity

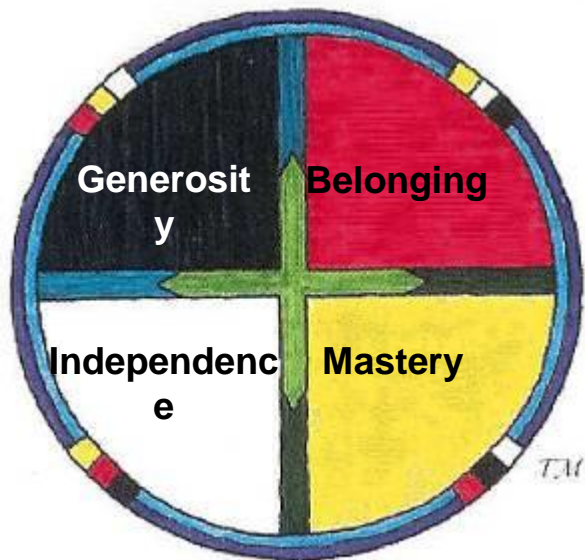
What achievements does our Children's Residential Centre monitor and celebrate with young people and families in receipt of our care, education and after care?



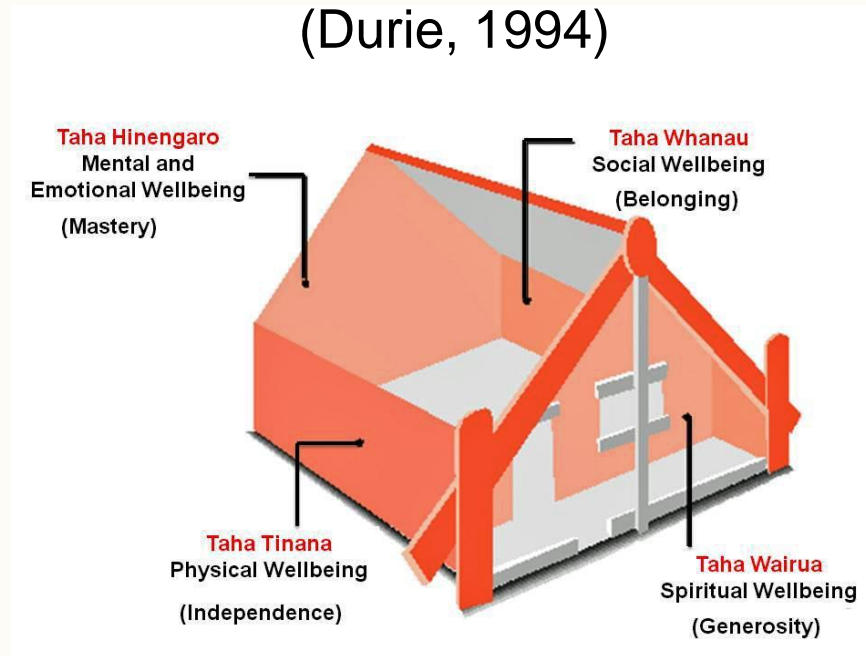
Noticing What's Happening with Each Young Person Living in Our Children's Residential Centre Community



The Circle of Courage
(Brendtro, Brokenleg & van
Bockern, 2002)



Ancestral Houses of Care – Te
Whare Tapa Wha
(Durie, 1994)



Hinekura Marae
Tuai
Te Urewera



The Carved
Uprights or
Poupou have
historic
family
meaning,
each with its
own
research
base





The Minneapolis-based Search Institute Research

- Surveys of more than 6 million American junior and senior high school students over the past 25 years identifying 40 Developmental Assets said to underpin positive youth development.
- 20 External Assets - *supports, opportunities, and relationships young people have and need across all aspects of their lives.*
- 20 Internal Assets - *personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.*
- Refinements with permission to focus on 20 Developmental Assets reframed into Outcome Statements with Likert Scale Weekly Achievement Ratings.

Each Young Person is located at the center of every Recording



What was the highlight of the week for this young person or an important achievement they made?

Locating Each Young Person at the Centre of Our Interactions and Plans

What contact has there been with Birth Family Members and/or Significant Others during the past week?



Locating Each Young Person at the Centre of What We Do

Any event (or events) in the past week that require notification to referring authorities around safe care obligations or significant events that are notifiable by care legislation?



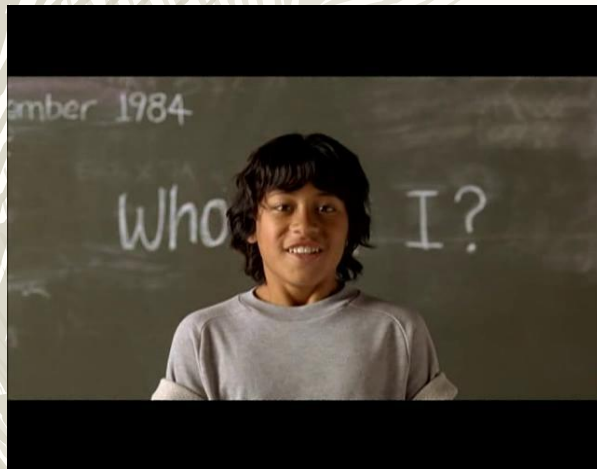


Locating Each Young Person at the Centre of Our Thinking and What We Do

How has this child or young person participated in the completion of this weekly recording?



What does Belonging mean for Taika Waititi's **Boy** as he introduces himself and his family?



Who Am

16



Belonging

Achievements associated with Belonging start with external influences



(E) Safety

(E) Positive Communication

(E) Caring Relationships

(E) Carer Support

(E) Boundaries for Daily Living



Belonging



(E) Safety

In a variety of ways, this young person has been safe in their living environment during the past week

(E) Positive Communication

This young person listened to and talked with their carers and teachers, seeking help, advice and guidance as appropriate

(E) Caring Relationships

This young person was offered, received and accepted support from family members, personal carers and other significant adults.

(E) Carer Support

This young person received personal time, physical care, encouragement and demonstrated a sense of belonging with others in their living and learning environments.

(E) Boundaries for Daily Living

This young person received consistent supervision and their whereabouts were monitored according to reasonable behaviour guidelines.

Locating each young person at the centre of our thinking!



Completing the Weekly Outcomes that Matter Recording with Belonging

(E) Carer Support: (Young person's name) received personal time, physical care, encouragement and demonstrated a sense of belonging with others in their living and learning environment.
(2-3 lines of narrative)

Word Pictures generated through a short narrative about a shared event where this young person demonstrated specific achievements during the course of their week.

Achieving Mostly Achieving Some Achieving A Little Achieving Not Achieving Not Recorded

Measuring Developmental Achievements



-
- Achievements observed every day this week
4
 - Achievements observed most days this week
3
 - Achievements observed some days this week
2
 - Achievements observed a few times this week
1

Belonging as a Confident Young Person



**Caring and Sharing within
Wider Family Connections**

Mastery Outcomes



Achievements associated with Mastery

(I) Actively Engaged in Learning

(E) Supportive Environments

(E) Carer's and Teacher's Involvement in Learning

(I) Motivation to Achieve

(I) Making Use of Opportunities for School Learning and Home Learning



Mastery



(I) Actively Engaged in Learning

This young person got personally involved in learning activities at school and in other daily activities that further developed life skills.

(E) Supportive Environments

Relationships with teachers, activity leaders and peers offered this young person security, encouragement and nurturing that stimulated their learning and achievements.

(E) Carer's and Teacher's Involvement in Learning

Carers actively supported this young person to succeed in school and other learning opportunities, where they live and elsewhere.

(I) Motivation to Achieve

This young person did their best to learn and to master new life skills or achieve personal goals.

(I) Making Use of Opportunities for School Learning and Home Learning

This young person participated in learning activities where they live and elsewhere.

Locating each young person at the centre



Mastery as a Successful Learner



Capacity to Learn and to Communicate Thoughts and Feelings

Independence Outcomes



Achievements associated with Independence



- (I) Planning and Decision-Making
- (I) Personal Power
- (I) Responsibility
- (E) Activity Programmes
- (I) Positive View of Personal Future



Independence



(I) Planning and Decision-Making

This young person exercised positive planning, chose from a range of options, and tried to be solution-focused in their decision-making.

(I) Personal Power

This young person expressed their feelings in a manner that took account of others and was able to have a say over things that happened to them.

(I) Responsibility

This young person demonstrated age-appropriate self-care, awareness of what constitutes a healthy lifestyle and accepted personal responsibility for their actions.

(E) Activity Programmes

This young person participated in two or more structured community activities, hobbies, arts, sports or interest groups during the past week.

(I) Positive View of Personal Future

This young person demonstrated a positive awareness of their cultural identity, found the world interesting and enjoyable while showing that they have a place in it.

Locating each young person at the centre

Capabilities for Independence as a Responsible Citizen



**Physical Growth and
Development towards
Self-Care and Autonomy,
including Health, Mental
Health and Dental Care**

Generosity Outcomes



Achievements associated with Generosity



(E) Service to Others

(I) Peaceful Conflict Resolution

(I) Caring

(I) Honesty

(E) High Expectations



Generosit

(E) Service to Others

This young person engaged in specific opportunities to help others in their daily living environment, neighborhood or wider community.

(I) Peaceful Conflict Resolution

This young person remained calm in potential conflict situations and sought compromise without resorting to physical aggression, hurtful action or language.

(I) Caring

This young person demonstrated that they care for and about the needs of others.

(I) Honesty

This young person showed that they can tell the truth even when it's not easy.

(E) High Expectations

Those around them encouraged this young person to do their best at school, where they live and in other activities, offering recognition for doing so.



Locating each young person at the centre

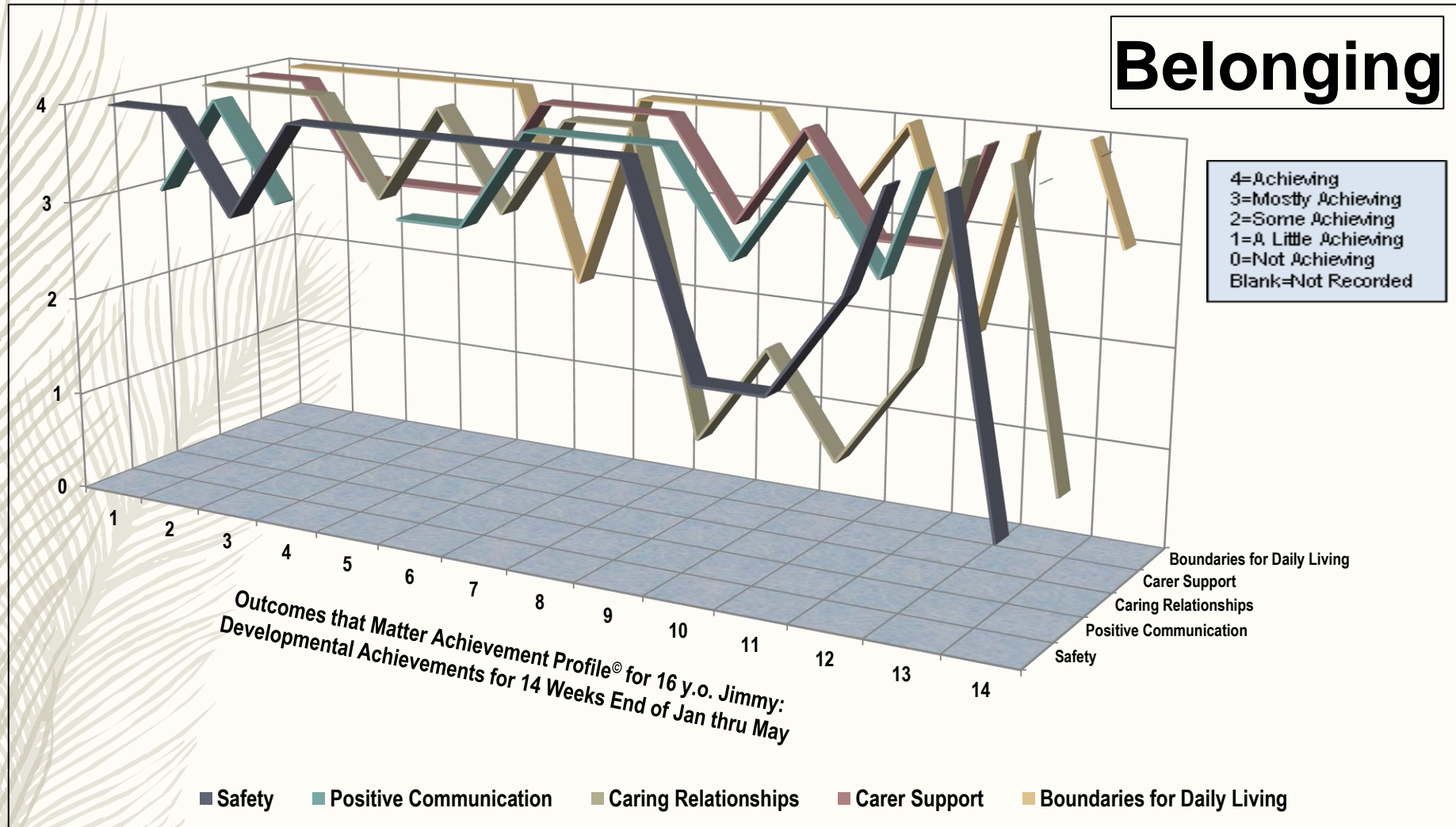


Generosity of Spirit as an Effective Contributor



Capacity for Happiness and a Sense of Purpose while Attending to the Needs of Others

Interpreting Achievement Profiles



Initial 9 weeks of settling into residential placement for this young man with Autism Spectrum challenges managed reasonably well with achievements in most of the Belonging Outcomes monitored. Some uncertainties evident with Communication in Week 4, then testing out around Caring Relationships and Safety issues in Week 9 during the group holiday break when normal routines were disrupted. Caring Relationships & Safety issues again tested after Week 12. Note the Not Recorded Outcomes shown as gaps in the ribbons..



Outcomes that Matter – Searching for Nikau!



Learning Generosity and Kindness



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Questions, Comments, Wonderings....

Check Out and Support

The International Child and Youth Care Network at
www.cyc-net.org

The world's most extensive library of child and youth
care materials – free access to direct care workers!

and

Fulcher, L. C. & Garfat, T. (2013). Outcomes that matter for
children and young people in out-of-home care, *International
journal of social pedagogy*. 2(1), 33-46. Available online:
<http://www.internationaljournalofsocialpedagogy.com>

Questions, Comments, Wonderings.....



**If you and your
Children's Residential Centre
are interested in exploring how
Outcomes that Matter might
assist you, the young people in
your care and their families,
please contact us at**

www.transformoutcomes.com