



Beyond the Anecdotal - Nurturing Collaboration Across a Child's Village in Measuring Developmental Achievements and Care Outcomes

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TransformAction Outcomes Ltd



**Ko Wai Tatou
(who are we?)**



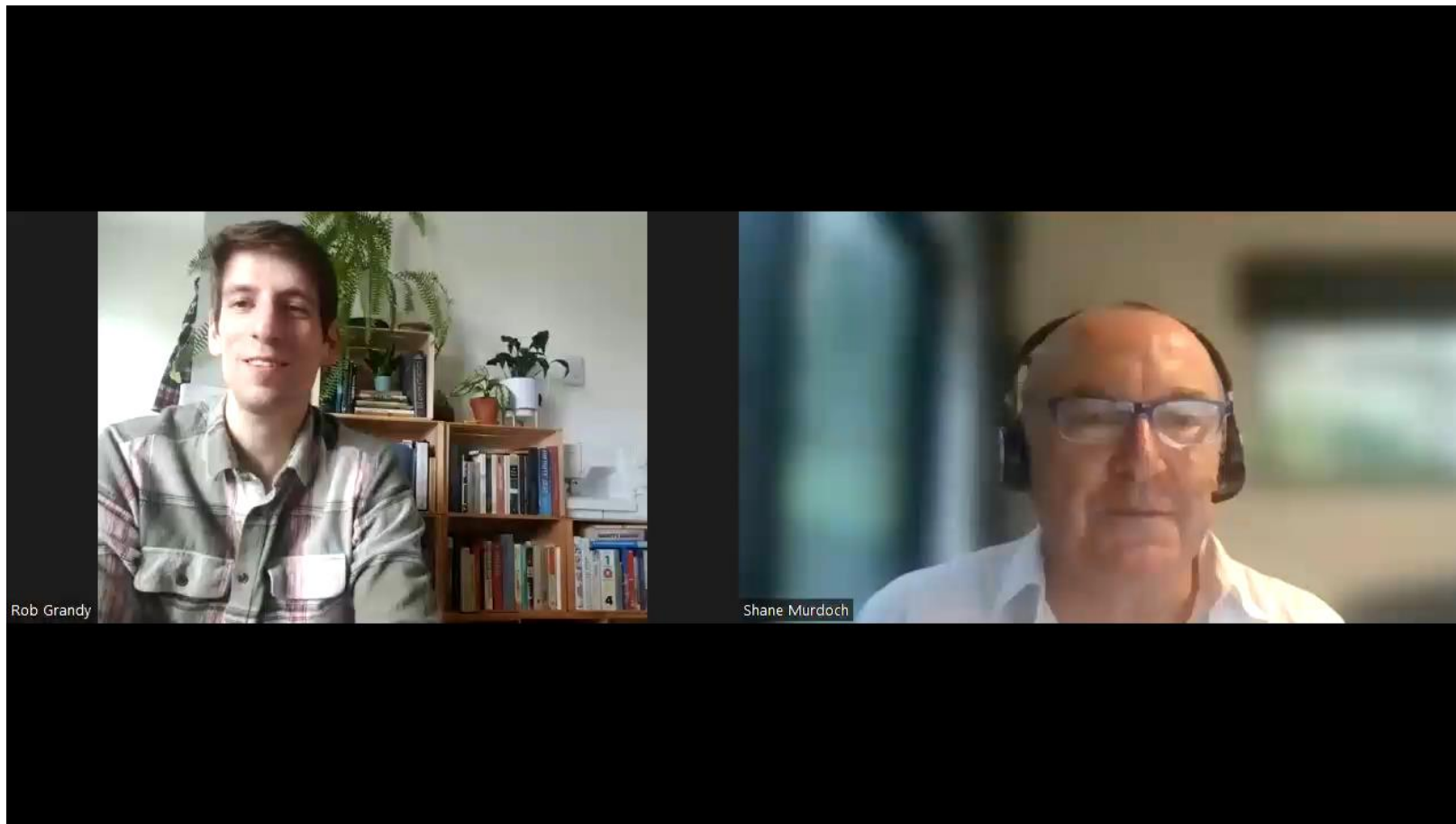
Whakawhanaungatanga



Building connections



Introducing Rob



Introducing Vincent



Vincent Reynolds
Volunteer Coordinator
Camphill Community Glencraig

Using Outcomes that Matter
(OTM) in Supporting
International Volunteers to
Nurturer Peace and Kindness
through Gratitude, Compassion
and Responsibility



**Drs Leon Fulcher and Thom
Garfat**



ALERT



Accent Alert!!

Key questions to consider...



- What opportunities for developmental achievements are noticed and nurtured with each young person in care – every day?
- What achievements do Child and Youth Care Workers monitor and celebrate with children and young people in care, and when they are leaving and transitioning from care?
- Who hears the voice of the child in the weekly or daily recordings filed in places of care?
- To what extent do family members participate in daily and weekly opportunity moments in places of care, or share in developmental outcomes their young people achieve in care?

Distinguishing between Inputs, Outputs and Outcomes



- Inputs= The quantum of resources measured whether in terms of money, time or energy
- Outputs= Everything that Carers, Teachers, Youth Workers and Others do
- Outcomes= Achievements that are shaped and developed through nurturing, coaching and mentoring, and which can be observed

ACRC Policy Documents on Outcomes Measurement



Performance Indicators and Outcomes (ACRC, 2007)

- “...residential treatment as an intervention encompasses multiple relational and contextual variables that impact clinical *effectiveness*-the probability that an intervention will produce beneficial results for typical clients, treated by the average practitioner, under ordinary conditions. The variables, including the definition of the setting itself, are difficult to define, isolate, and evaluate.”
- “Testimonials about the impact of a residential treatment episode on a child and family are powerful, whether positive or negative, but are anecdotal.”
- “Systematic gathering, compilation, and analysis of data regarding the specific children and families served affords important objective information regarding the work that occurs as part of a residential treatment intervention and establishes credibility for individual organizations and the field.”

ACRC Policy Documents on Outcomes Measurement



Measuring Functional Outcomes (ACRC, 2012)

- “*Functional outcome and perception (experience) of care* measures...are person-centered, reflecting the impact of the treatment program on the child and family. Functional outcomes may be defined as changes in adaptive functioning in meaningful life domains, along with measurable progress in achieving **developmental milestones**” (*our highlight*).
- “Even absent the control over variables, functional outcomes measurement gives us valuable information about how well we are fulfilling our missions, areas in which we can make practice improvements, and opportunities for partnership and collaboration with youth, families, and community partners to improve programs and systems.”

Why a Developmental Outcomes Measure?



Provide Statistical Evidence

Help Meet Key Performance Indicators

Policy Outcomes



Programme or Service Outcomes





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Child or Young Person's Developmental Outcomes



Carers/Mentors Evidence Developmental Achievements Over Time in Collaboration with the Child or Young Person

Who constitutes the young person's village?



- The Young Person Him or Herself?
- Parents and Family Members?
- Other Carers and Social Workers?
- Health, Education and Welfare Professionals?
- Agency Boards of Directors?
- Family Courts and Review Hearings?
- Care Monitoring Bodies?
- Politicians and the Public?
- The Media?

Question for discussion...



How do you currently measure outcomes with young people in your care?

Question for discussion...



How do young people in your care participate in agency outcomes reporting?

Question for discussion...

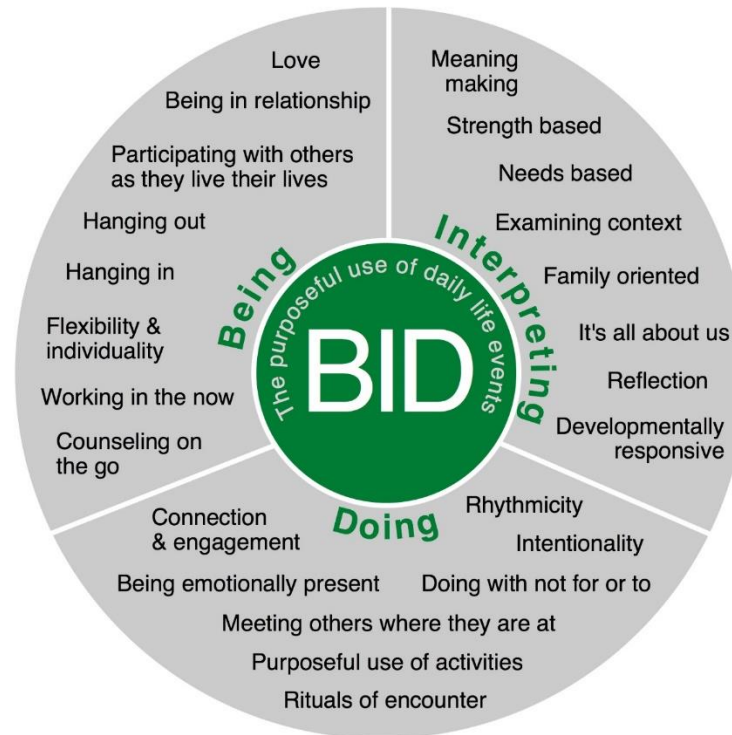


How do families participate in the process?

Dr Leon Fulcher



Linking Outcomes that Matter with the 25 characteristics of Relational Child and Youth Care Practice



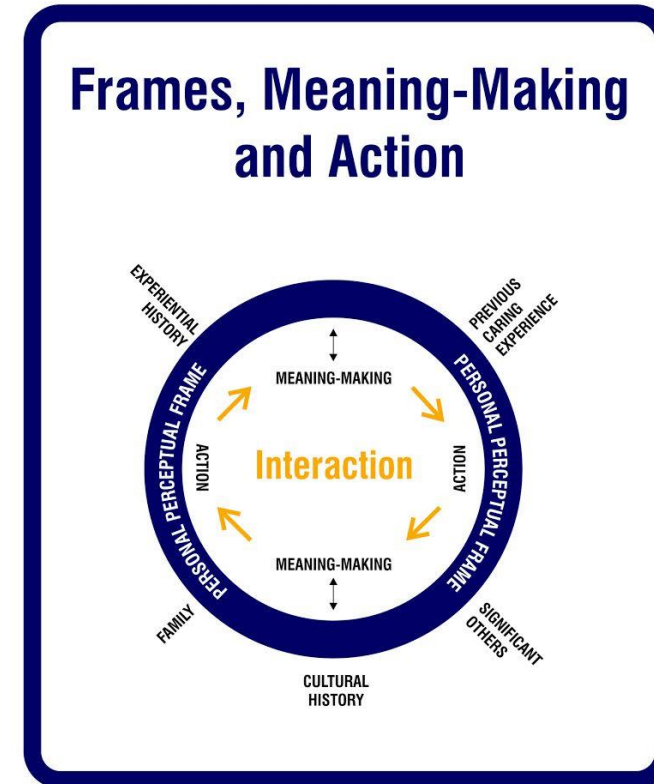
Characteristics of a Relational Child and Youth Care Approach

Freeman, J. & Garfat, T. (2014). Being, interpreting, doing: A framework for organizing the characteristics of a relational child and youth care approach. *Child & Youth Care Online*, 179, 23-27. Retrieved from <http://www.cyc-net.org/cyc-online/jan2014.pdf>

The Purposeful Use of Daily Life Events



- Safety in relationship
- Doing with
- Participation and engagement
- Creating opportunities
- Noticing the little things
- Meaning making





Engaging Young People

(linking in with the Purposeful Use of Daily Life Events)



Rob Grady

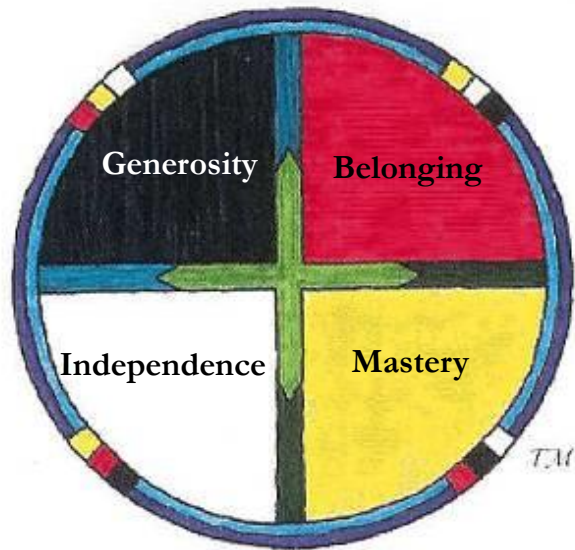
Shane Murdoch

Noticing What's Happening with Each Young Person



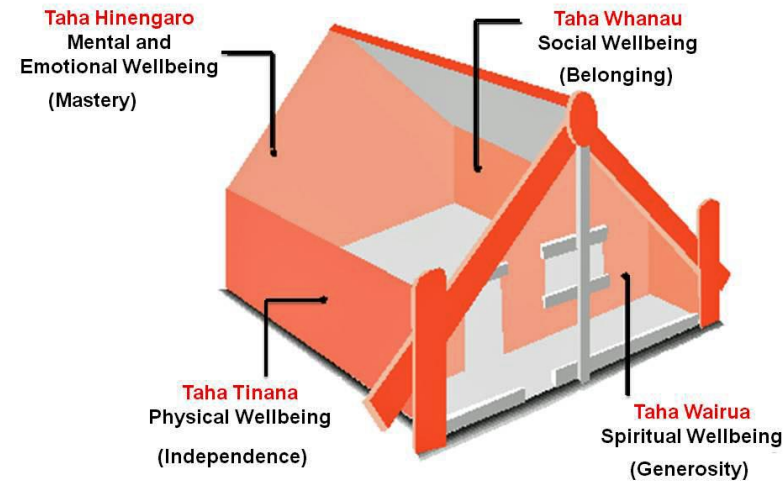
The Circle of Courage

(Brendtro, Brokenleg & van Bockern, 2002)



Ancestral Houses of Care – Te Whare Tapa Wha

(Durie, 1994)



Hinekura Marae Tuai Te Urewera



Search Institute (est. 1958) (based here in Minneapolis)



- Surveys of more than 6 million American junior and senior high school students over the past 40-50 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.

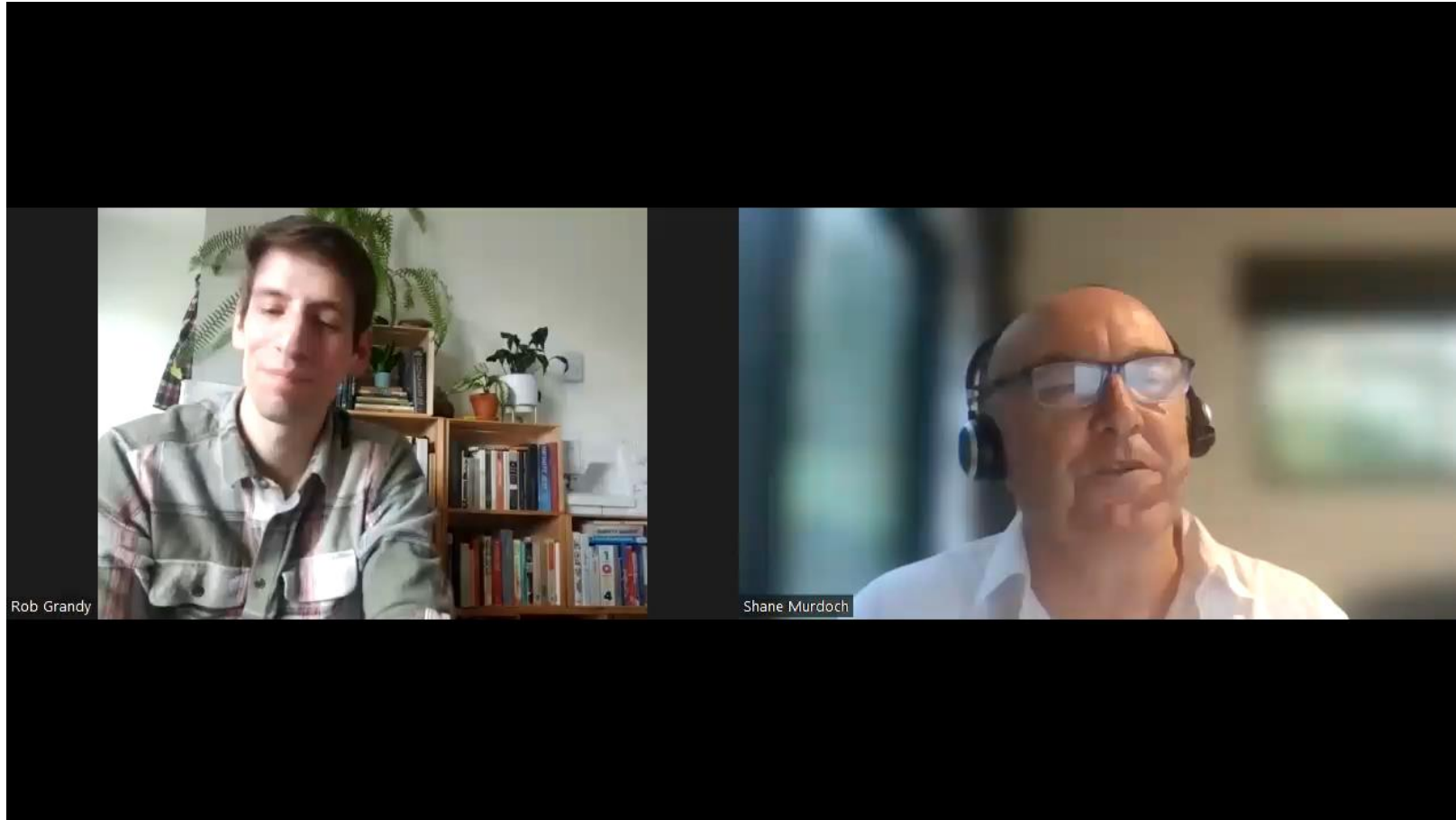
Distinguishing Between External and Internal Influences



- External- Influences outside and around the young person offering safe opportunities to engage and learn in the communities where they and the people with whom they live
- Internal- The young person's inner world that influences and shapes their sense of self through personal achievements, relationships and upbringing



Internal and External Congruence



Rob Grandy

Shane Murdoch

Measuring 20 Developmental Outcomes that Matter

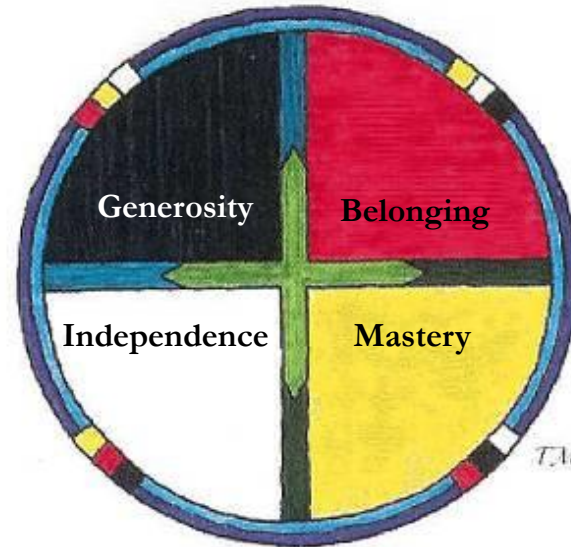


Generosity

Service to Others (E)
Peaceful Conflict Resolution (I)
Caring (I)
Honesty (I)
High Expectations (E)

Independence

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



Belonging

Safety (E)
Positive Communication (E)
Caring Relationships (E)
Carer Support (E)
Boundaries for Daily Living (E)

Mastery

Actively Engaged in Learning (I)
Supportive Environments (E)
Carer's Involvement in Learning (E)
Motivation to Achieve (I)
Making Use of Opportunities for School and Home Learning (I)

From this...



Outcomes that Matter for Children & Young People in Out-of-Home Care¹

Name of Young Person: _____

DOB: _____

Name of Carer Recorder: _____

Date of Recording (Week Ending): _____

Highlight of the Week: (Reflecting back on the week, what stands out for either of you?)

Critical Incidents or Significant Events: (Note any that have occurred)

Any Contact with Birth Family Members and/or Significant Others: (Who and When?)

How has _____ (the young person) participated with completion of this recording?

Participated Fully	An Active Interest	Some Participation	Declined Participation	Not Possible	
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Signature of Young Person

Read each statement then reflect back over the past week and write 2-3 lines about a particular episode where this outcome was or was not being achieved. Outcomes around the young person are identified with (E) while Internalised Outcomes are identified with (I). Once a comment or note has been entered, then place an 'X' beside one of the 6 boxes that reports what you both (if possible) agree happened every day last week (*Achieving*); most days (*Mostly Achieving*); about half the time (*Some Achieving*); not very often (*A Little Achieving*); or it just wasn't happening (*Not Achieving*). Use *Not Recorded* if there was a reason why that outcome was not recorded this week, and then give the reason.

BELONGING

(E) Safety: _____ has been safe in a variety of ways where s/he lives, at school and in the local neighbourhood.

Achieving	Mostly Achieving	Some Achieving	A Little Achieving	Not Achieving	Not Recorded
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To this...



A screenshot of the Outcomes That Matter web application's login page. The page has a blue header with the OTM logo and navigation links: 'Home', 'About', 'Feedback', and 'Contact'. The main content area is light gray and features the title 'Outcomes That Matter' in a large, black, sans-serif font. Below the title, the text 'You must login to continue' is displayed. There are two input fields: 'User Name:' and 'Password:'. A blue 'Log In' button is positioned to the right of the password field. Below the login fields, there is a section for password recovery with the text 'Forgot Your Password?' and 'Enter your User Name to receive your password.' followed by a 'User Name:' input field and a blue 'Submit' button. At the bottom of the main content area, there is a link 'Sign up as a new organisation' and a blue 'Sign up Now' button. At the very bottom of the page, there is a small copyright notice: '1.0.01 © 2019 - TransformAction Outcomes Ltd' and a cookie policy statement: 'Cookies: This site does not use persistent cookies with any user-identifiable data. It does generate temporary cookies during operation to record preferences such as your preferred language, current timezone etc but these are destroyed as soon as you log out (or are logged out due to timeout).'

Outcomes
that Matter
Web-Based
Application

A New Solution to a Consistent Challenge



otm Outcomes That Matter Home About Feedback Contact

Select: Not Recorded

Section 2 - Outcomes

Read each statement and then reflect back over the past few days and write 2-3 lines about a particular episode where you noticed this outcome was being achieved. External Outcomes around the child or young person are identified with (E) while internalised Outcomes are identified with (I). At the end of the week, select the option that reports what both you and the child or young person (if possible) agree happened during the past week ("Achieving"), most of the time ("Mostly Achieving"), about half the time ("Some Achieving"), not very often ("A Little Achieving"), or it just wasn't happening ("Not Achieving"). Use "Not Recorded" if there was a reason why you were unable to offer any recording notes about an outcome this week, and then give the reason.

BELONGING (A Confident Child or Young Person)

(E) Safety: In a variety of ways, this child/young person has been safe in their living environment during the past week.

Select:

Select:

(E) Positive Communication: This child/young person listened to and talked with their carers and sought help, advice and/or guidance as appropriate.

Select:

Select:

(E) Caring Relationships: This child/young person was offered, received and accepted support from family members, personal carers and other significant adults.

Select:

Select:

otm Outcomes That Matter Home About Feedback Contact

Select: Not Recorded

MASTERY (A Stimulated and Successful Learner)

(I) Actively Engaged in Learning: This child/young person got personally involved in learning activities at school or in other activities that further developed life skills.

Select:

Select:

(E) Supportive Environments: Relationships with teachers, activity leaders and peers offered this child/young person security, encouragement and nurturing that stimulated their learning and achievements.

Select:

Select:

(E) Carers' Involvement in Learning: Carers actively supported this child/young person to succeed in school and other learning opportunities where they live and elsewhere.

Select:

Select:

(I) Motivation to Achieve: This child/young person did their best to learn and to master new life skills or achieve personal goals.

Select:

Select:

(I) Making Use of Learning Opportunities: This child/young person participated in learning activities where they live and elsewhere.

Select:

Select:

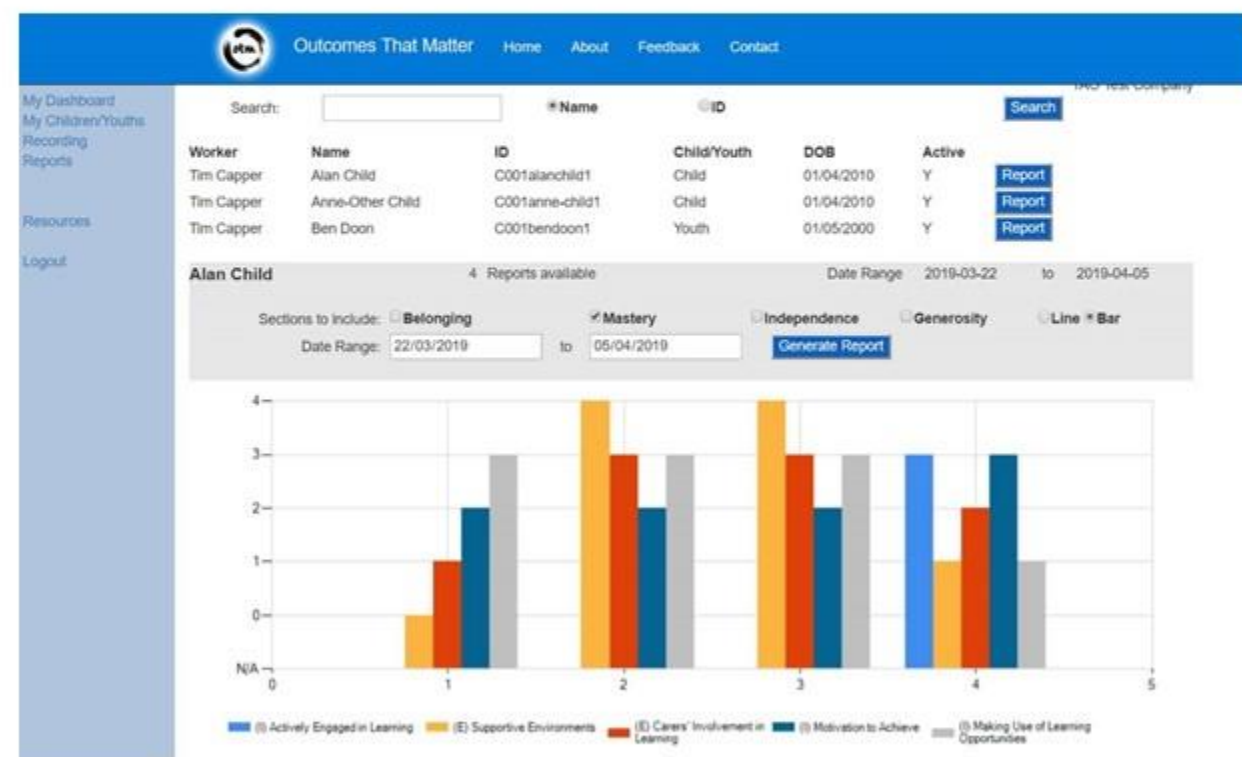
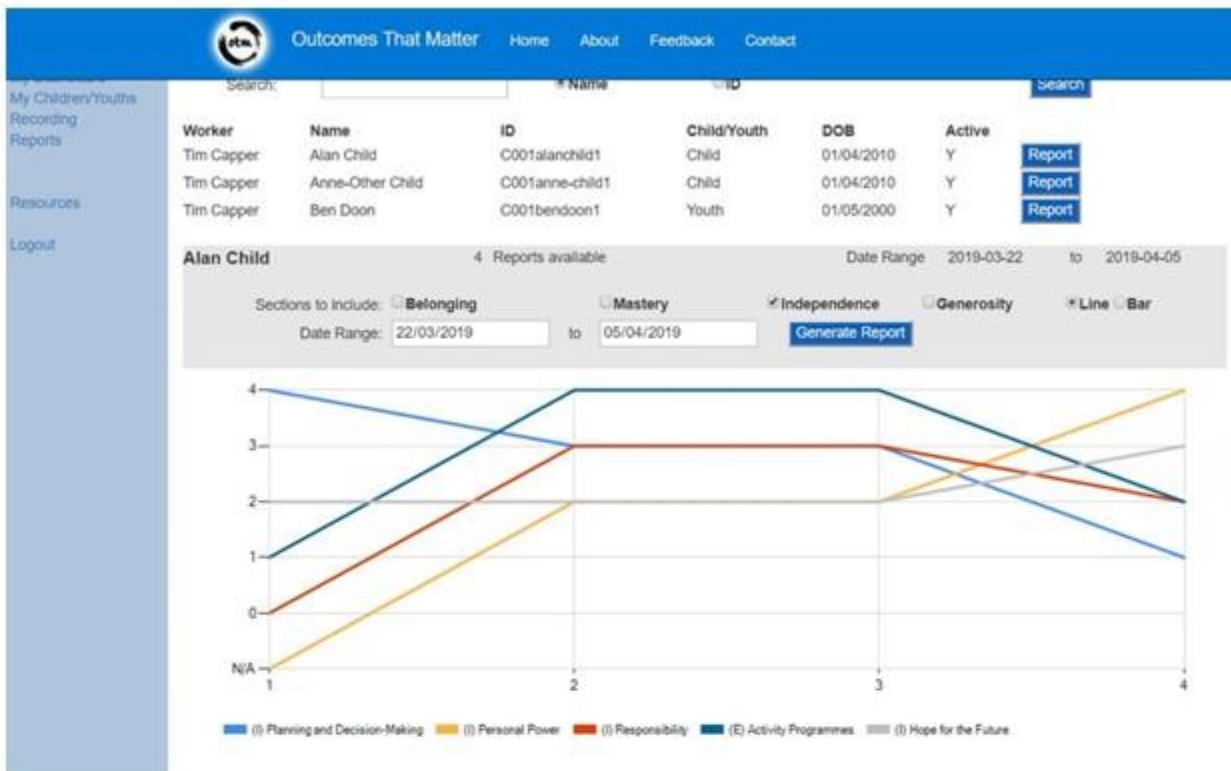
INDEPENDENCE (Capabilities as a Responsible Citizen)

Capturing narrative reporting in addition to quantitative measures



Legitimising Youth Voice





Real time upload of data and instant reporting at the click of a button

Exporting Data



Outcomes That Matter Home About Feedback Contact

My Dashboard
My Young People
Recording
Reports

Logout

Kirsten: 8 Recordings available Date Range: 2020-10-05 to 2020-12-20

Line Bar Date Range: 05/10/2020 to 20/12/2020 [Generate Report](#) [Export to Excel](#)

2D 3D Inclination + - Perspective + - Light Simplistic Isometric Rotation + - Point depth + - Point gap depth + - Reset

Belonging

Category	2020-10-05	2020-10-12	2020-10-19	2020-10-26	2020-10-29	2020-12-06	2020-12-13	2020-12-20
(E) Safety	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Positive Communication	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Caring Relationships	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Carer Support	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Boundaries for Daily Living	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly

Mastery

Category	2020-10-05	2020-10-12	2020-10-19	2020-10-26	2020-10-29	2020-12-06	2020-12-13	2020-12-20
(E) Safety	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Positive Communication	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Caring Relationships	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Carer Support	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly
(E) Boundaries for Daily Living	Some	Some	Some	Mostly	Mostly	Mostly	Mostly	Mostly

Exporting Data



File Home Insert Page Layout Formulas Data Review View Automate Help

Clipboard Font Alignment Number Styles Cells Editing Analysis Sensitivity

OTM Report for: Kirsten

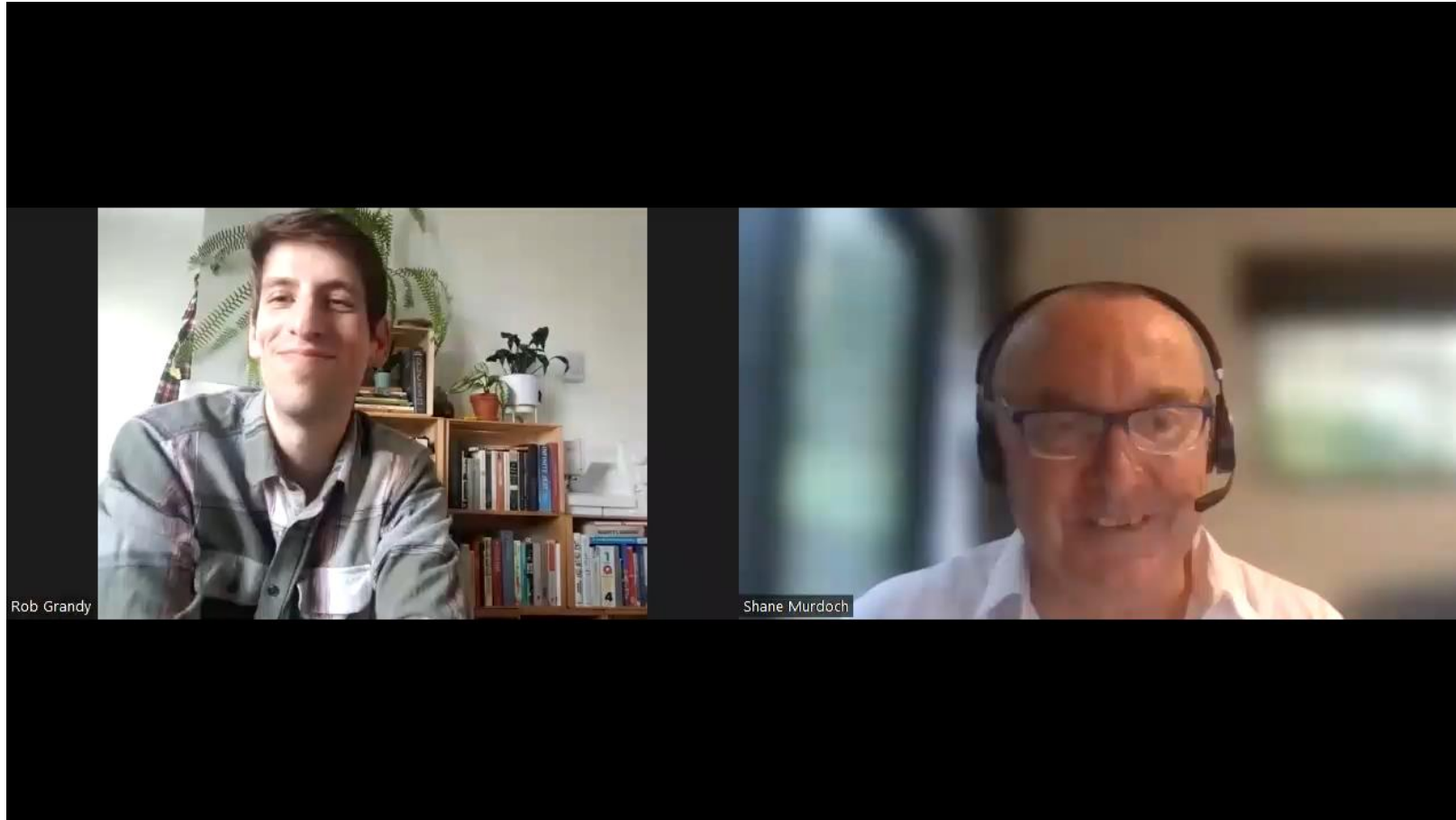
	A	B	C	D	E	F	G
1	OTM Report for: Kirsten						
2							
3	Date of Recording:	Today's Highlight: (Reflecting back on the day, what stands out for either of you?)	Critical Incidents or Significant Events: (Note any that have occurred and report elsewhere)	Any Contact with Family Members and/or Significant Others: (Who and When?)	How has the young person participated with completion of this recording?		(E) Safety
4	2020-10-05	Meeting each other and getting to know each other	2 altercations with other children during meal times	One phone call to mum which was upsetting for me		1 Declined Participation	I have found the routin
5	2020-10-12	Kirsten had the first talk today about her mum	There were three days this week when Kirsten didn't return home from school at the agreed time	Unable to have any contact with mum this week as mum has been unwell with her mental health.	I spoke to her about it but she said no	1 Declined Participation	Overall has really strugg very angry and sad. Thi she is worried about ht
6	2020-10-19	Kirsten came home on time every day this week	Just one incident involving an altercation with another young person this week	Mum is better and had two phone calls with Kirsten. WE are also looking at arranging a visit for mum	For the first time she has asked what this is about and has a copy of the sheet. She declined to help out with this recording though	1 Declined Participation	One incident with anot apart from that it has b
7	2020-10-26	Kirsten mum came for a visit and stayed for supper. She also came home from school everyday this week. We went out for ice cream to celebrate	After talking about her step dad Kirsten had an altercation with another young person and threw a pot through the kitchen window	Mum's visit and two phone calls throughout the week	I have shown Kirsten a print copy of the recordings we do and she is having a look at it. She says she might help out next week	3 An Active Interest	Has been far more sett the pot incident
8	2020-10-29	Kirsten has decided she wants to go to counselling to talk about her step dad and she went out shopping	No incidents this week	Mum came and visited this week and we went out to town to shop for clothes	Kirsten filled out some of this on a sheet which I put in along with my own observations. We plan to do it all on the computer next week together	2 Some Participation	Has been a lot more se happier
9	2020-12-06	Has been away this week	Has been away this week	Has been away this week	Has been away this week	Not Possible	Has been away this we
10	2020-12-13	No incidents apart from being absent for two days	Was absent for two days	Mum phoned three times this week	Sat with me for half an hour	2 Some Participation	Good week
11	2020-12-20	Another great week	No significant incidents	No contact made this week	Showed interest in second half of session	2 Some Participation	
12							
13							

Summary Data

Ready Accessibility: Good to go



Using the Data



Using Outcomes that Matter

(shown with permission)



Elaine

Foster Carer



Implementing Outcomes that Matter



Rob Grandy

Shane Murdoch

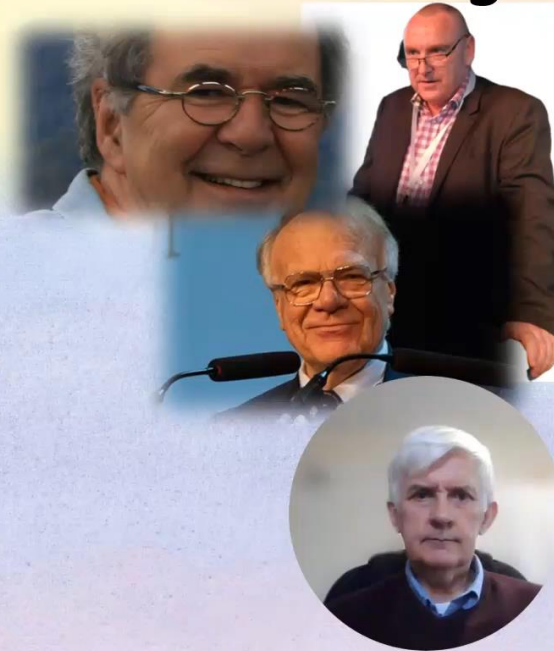
Adapting Outcomes that Matter Specific to Your Purpose



The implementation of OTM has made a valuable contribution to the volunteers experience at Glencraig

OTM is primarily used as an evaluation tool to support people in a care setting.

Glencraig has adapted OTM to enable the volunteer to self-reflect on their learning experience volunteering at Glencraig.



Question for discussion...



What other impacts could using OTM have on you as a practitioner, as a team and as a service?

Harakeke-Weaving Together (Summary)



- A framework for a collaborative approach to measuring child/youth centred functional outcomes focused on developmental achievement
- Trauma informed, strengths based and developmentally focused
- Recording and reporting on quantitative and qualitative data
- Adaptable to context
- Secure cloud-based data storage (no need for servers)
- User friendly interface and automated back-end (reportable data at the push of a button)

Literature



- Fulcher, L. C., McGladdery, S., & Vicary, D. (2011). Key developmental assets with children and young people in foster care. *International journal of child and family welfare*. 14(1), pp. 19-30.
- Fulcher, L. C. & Garfat, T. (2012). Outcomes that matter in out-of-home care. *Reclaiming children and youth*. 20(4), 52-58.
- 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
<http://www.internationaljournalofsocialpedagogy.com/index.php?journal=ijsp&page=article&op=view&path%5B%5D=13&path%5B%5D=12>



He aha te mea nui o te ao. He
tāngata, he tāngata, he tāngata

What is the most important
thing in the world? It is people,
it is people, it is people.



Kia ora mai tatou!



www.transformoutcomes.com/contact