Outcomes, indicators and professional work in integrated children's services

Rick Hood

Royal Holloway University of London

Indicators and outcomes

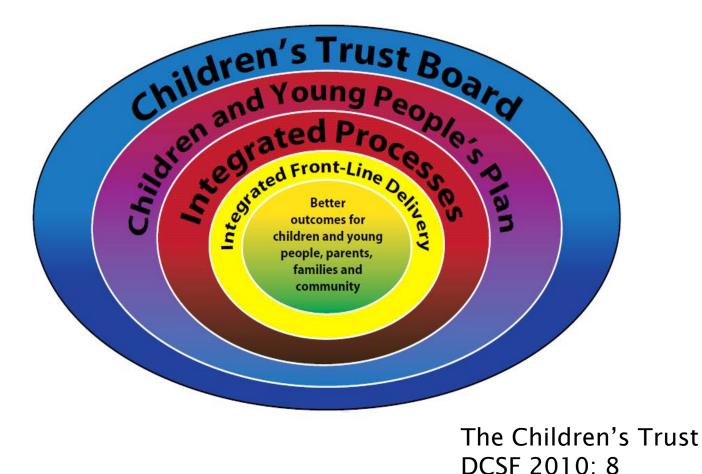| Child well-being indicators (Bradshaw and Richardson, 2009)	Every Child Matters Outcomes (DfES, 2003)
•Health •Subjective well-being •Children's relationships •Material situation •Risk and safety •Education •Housing and environment	•Being healthy •Staying safe •Enjoying and achieving •Making a positive contribution •Economic well-being

Outcomes and professional work

- Measure effectiveness
- Quantifiable data
- Accumulate evidence
- Identify needs
- Target resources

Integrated children's services

- The preventive state

- Every Child Matters

- Need and risk

- Modernisation

- Information technology

Parton, 2006; Mason, Morris & Smith, 2005
DOH, 1995; Hardiker, Exton & Barker, 1991
NESS,2008; Lord et al., 2009
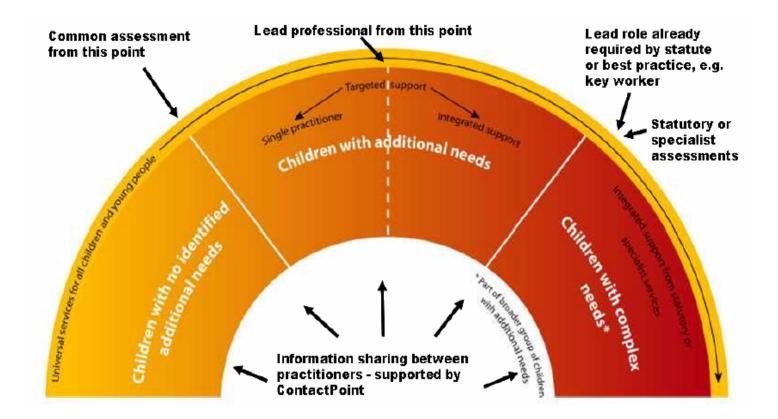Atkinson, Jones & Lamont, 2007

Organisational model

The Children's Trust
DCSF 2010: 8

Tiered intervention
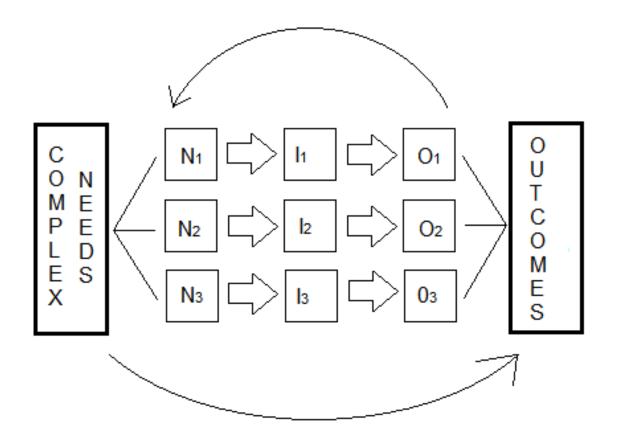

The Team Around the Child
DCSF 2008: 48

Continuum of needs and services

The 'Windshield'
DCSF 2007: 11

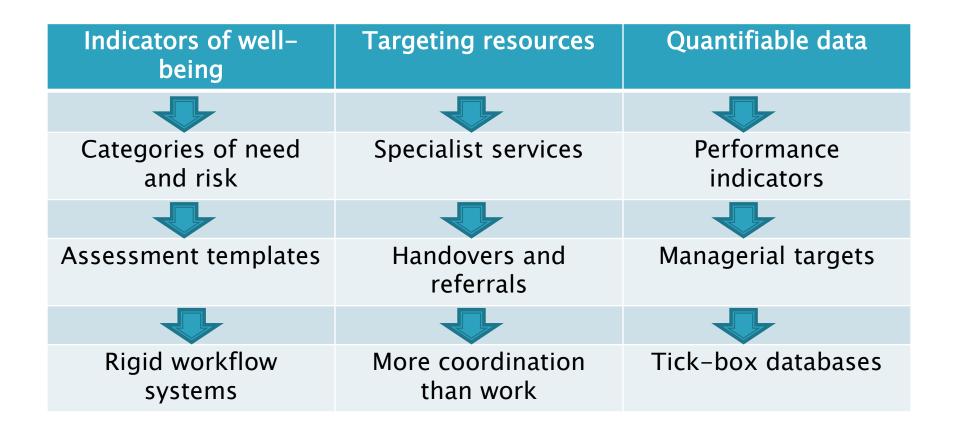# Needs, interventions and outcomes

A 'naïve realist' model
Hood, 2011

Impact on practitioners

- Managerial control
- Procedures and protocols
- Inspection, quality assurance and targets
- Recording and reporting

Ayre and Preston-Shoot, 2010
White, Hall and Peckover, 2009

An unwanted cascade?

Indicators of well-being	Targeting resources	Quantifiable data
⬇	⬇	⬇
Categories of need and risk	Specialist services	Performance indicators
⬇	⬇	⬇
Assessment templates	Handovers and referrals	Managerial targets
⬇	⬇	⬇
Rigid workflow systems	More coordination than work	Tick-box databases

Concluding comments

- How can children's services use indicators?

- Who is accountable for children's well-being?

References

Atkinson, M., Jones, M. & Lamont, E. (2007) *Multi-agency Working and Its Implications for Practice: a Review of the Literature*, Reading, CfBT

Ayre, P. & Preston-Shoot, M. (eds.), *Children's Services at the Crossroads: A Critical Evaluation of Contemporary Policy for Practice*. Lyme Regis, Russell House Publishing Department for Children, Schools and Families (2008), *Building Brighter Futures: Next Steps for the Children's Workforce*, Nottingham: DCSF

Department of Health (1995) *Child Protection: Messages from Research*, London, HMSO

Department for Children, Schools and Families (2007), *Effective Integrated Working: Findings of Concept of Operations Study*, London: TSO

References

Department for Children, Schools and Families (2008), *Building Brighter Futures: Next Steps for the Children's Workforce*, Nottingham: DCSF

Department for Children Schools and Families (2010), *Children's Trusts: Statutory guidance on cooperation arrangements*, London: TSO

Department of Health. (2007). *Supporting People with Long Term Conditions [Online]. Available:* *http://www.dh.gov.uk/en/Publicationsandstatistics*

Hood (2011) 'A critical realist model of complexity for interprofessional working', *Journal of Interprofessional Care (forthcoming)*

References

Lord, P., Kinder, K., Wilkin, A., Atkinson, M. & Harland, J. (2008) *Evaluating the Early Impact of Integrated Children's Services: Round 1 Final Report*, Slough, NFER

National Evaluation of Sure Start (NESS) (2008) *The Impact of Sure Start Local Programmes on Three Year Olds and Their Families*, Nottingham, DfES Publications

Parton, N. (2006). ''Every Child Matters': The shift to prevention whilst strengthening protection in children's services in England'. *Children and Youth Services Review*, 28(8): p976–992

White, S., Hall, C. & Peckover, S. (2009). 'The Descriptive Tyranny of the Common Assessment Framework: Technologies of Categorization and Professional Practice in Child Welfare'. *British Journal of Social Work*, 39(7), 1197–1217