

**Improvement Project Title: Electronic Wellbeing and Resilience Assessment Tool for Young People**

**ICS Outcome Group: GIRFEC Group**

**Executive Sponsor:**

Chair of GIRFEC GROUP:

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**Project Lead:** Emma Powell (Educational Psychologist), ACC EPS

**Aim Statement:** By the end of April 2018 from within the sample:

- 80% Young People self-report improved engagement through use of an electronic tool.
- 75% Young People, Families & Professionals report improved assessment and planning for young people through use of an electronic tool.

**Link to Local Outcome Improvement Plan:**

Indicate which primary driver and high level indicators they relate to in the LOIP e.g. reducing youth offending or increased positive destinations in areas in CPP Localities.

**Priority 2 - Children are safe and responsible – children and young people are safe from all forms of harm**

Primary Drivers (What)	Secondary Drivers (How)	Improvement Outcomes (Outputs)				Lead Partners	
		Improvement measures and aims	Baseline	17/18	20/21		26/27
We will improve multi-agency support for vulnerable children and young people	Implementation of Getting it Right for Every Child	Increase in % of children's plans assessed as good (Currently in development)					Aberdeen City Council Active Aberdeen Partners NHS Grampian Police Scotland

**Business case (Benefits to Children, Young People and/or Parents)**

A multi-agency working group led by Aberdeen City Council (ACC) Educational Psychology Service (EPS) are developing and trialling evidence-based tools for improving the young person's voice as part of the planning process.

This arose from an Integrated Children's Service GIRFEC group analysis, as part of the Local Improvement Plan. This followed a range of informal feedback from GIRFEC working groups, that young people were not consistently being meaningfully included in their own planning. Furthermore feedback from a range of sources to the ICS GIRFEC group highlighted that assessment of need was not consistently robust enough to effectively inform intervention in young people's plans. . Formal data doesn't currently exist around the impact of plans for young people across education and children's services. As the use of single plans, single and multi-agency is a key focus from Scottish Government, ACC ICS is continuing to develop its format, processes and consider effectiveness. It is an aim that this current project will feed into this ongoing ICS GIRFEC work.

The current project aligns closely with key National Improvement Framework (NIF) drivers from Scottish Government:

- NIF driver: Teacher Professionalism – Practitioners as co-researchers and working alongside EPS on project.
- NIF Driver: Assessment of Children's Progress – young people will be

actively engaged in an assessment of their own wellbeing, including achieving. Professionals within schools and in Social Work will focus on assessment of the sample of young people.

- NIF Driver: Performance Information – smart use of data will be explored to inform intervention and next steps for and with young people.

The EPS service has a long-term focus on young people's wellbeing and resilience. Following the EPS' recent Validated Self Evaluation with Education Scotland, an identified priority was to work more closely across the local authority with partners in a range of services and to have more impact strategically.

As young people lead more digital lives, it is imperative that adults who support them find new ways to engage with them, this is especially true of our most vulnerable young people across Aberdeen City. A number of studies from a medical perspective have called into question the suitability of using paper-based questionnaires with young people, e.g. Cooper, Spencer, Lancaster & Titman (2014).

An evidence based electronic tool, APPA, based on Dr Ungar's (2008 & 2004) assessment of resilience validated questions, will be trialled across selected children's services that engage directly with young people including them in their assessment of their own wellbeing. The EPS has worked closely with researchers at Hope University Liverpool, to refine the electronic tool for the Scottish context, including incorporating SHANARRI, Resilience Matrix and My World Triangle reports. The following benefits have been explored in using the specific electronic wellbeing assessment tool:

- Embedded in the resilience research by Dr Ungar.
- Been shown in early trials to be a valid and reliable measure of resilience when tested against other established measures (for example Child/Young Person Resilience Measure).
- Provides a more structured approach to gathering the views of young people in secondary education.
- High specification interface. It is fun and visually stimulating, meaning it has the potential to be engaging for young people.
- Provides schools and agencies with a visual assessment of a young person's current situation, supplying a SHANARRI report, a graphical interpretation of "My World Triangle" and a resilience matrix. This potentially reduces workload pressures on the named person.
- APPA reduces the bias/influence of adult interaction/ interference.

The project group is made up of young people; parents; and professionals from education and social work. The sample will focus on young people in the targeted and specialist population (i.e. those young people who require additional support over and above universal level) within the sample areas. Young people who meet these criteria are from five secondary schools - two in an area traditionally considered affluent and another three in areas of deprivation (according to SIMD records) – and within the Social Work Assessment and Intervention Units (through Clinical Practitioners), will be invited to participate.

The benefits to young people and families include:

- Young people, having more of a voice and being positively engaged in their own plans
- Consulting with young people and their families – getting feedback on their views of this process and outcomes
- Professionals working with young people have more appropriate assessment information to inform effective interventions and outcomes for them

**Measures: (How will we know if a change is an improvement?)**

Within the population samples used we are looking to see:

- 80% of young people report perceptions of their use of the electronic tool and subsequent planning to be positive
- 75% of Adults (Named Persons/Lead Professionals, Educational Psychologists, & associated relevant staff) to report positively that planning for young people and their engagement had increased, and more effective planning was taking place

**Change ideas (What can we do that will result in improvement?)**

- Test the extent to which the electronic wellbeing assessment tool is welcomed by YP and facilitates sharing their views
- Test the extent to which improved assessment and planning for young people improves their outcomes
- Test the use of an electronic tool to aide assessment and planning for young people across ICS for a range of purposes:
- Test the appropriateness of output/data on individual young people from the electronic tool for Secondary Schools to track and evaluate Pupil Equity Fund (PEF) pupils
- Test the appropriateness of an adapted version of the electronic tool to provide evaluation data for Social Work units, under the Reclaiming Social Work structure
- Test the appropriateness of the electronic tool to be used as a transition screening tool leading to targeted and specialist assessment and intervention work

**Potential Barriers** (Please ensure this section outlines clear barriers, this information can be reflected and or reviewed throughout the governance structure to asses weather these barriers can be mitigated against with support)

- Time constraints and pressures on Named Persons at Secondary Stage & in Social Work to use the data effectively
- Workload issues of practitioners across services to devote the time to this project alongside usual role and demands
- Issues with technology, resources and accessing the data

**Project Team:** List of staff responsible for delivery of the project, in each case please ensure a mix of partners are involved

Emma Powell (Educational Psychologist)	Robyn Grantham (Educational Psychologist)
Billy Nicol (PIO Social Work)	Nic Chapman (Educational Psychologist)
Ryan Robertson (PTPS, Aberdeen Grammar School)	Mike Will (DHT, Lochside Academy)
Eleanor Sheppard (Service Manager, ECS)	Kris O'Mahoney (Clinical Practitioner Social Work)

**Project Support:** List of staff who will support the project e.g. provision of data/administrative support

Dr J McGeough (Hope University, Liverpool)	Vicky Geddes (PT Support for Learning, Oldmachar Academy)
Forbes Hamilton (APPA developer)	Michelle Skellern (Guidance, St Machar Academy)
Ross Allan (PTPS, Aberdeen Grammar School)	Louise Bonner (Guidance, St Machar Academy)
Izabela Oliver (Clinical Practitioner, Social Work)	Gillian Taylor (Guidance, St Machar Academy)
Katie Eaton (Clinical Practitioner, Social Work)	Alex Priest (Guidance, St Machar Academy)