

OXFORD
BROOKES
UNIVERSITY



institute of
public care

The principles of arranging and managing adoption support services and therapies

OBU Course Code: WFPC4001

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Namaste مرحبا Bem Vindo Selamat Datang
Willkommen
Bienvenidos Bienvenue Croeso Welcome Bienvenidos أهلا وسهلا
Benvenuti Welkom Bienvenue Bem Vindo
Welcome
Bienvenidos مرحبا Welcome Welkom Croeso
Selamat Datang أهلا وسهلا Namaste
Welcome Bienvenue
Willkommen
добре дошъл Benvenuti Willkommen
Καλώς ήλθατε Benvenuti

Sessions 1 and 2

Session 1 – Introduction & Assessing needs (1st & 2nd July)

- What is individual commissioning, and how is this linked with arranging adoption support services?
- Consideration of the current national and local context for adoption support services
- Assessing needs
- Arranging outcome-based adoption support
- Optional accreditation

Session 2 – Planning and intervening (16th & 17th July)

- Understanding the local therapies offer / provider market
- Negotiating the cost / offer of adoption support services
- Working with Providers of therapy and support
- Introduction to commissioning frameworks and procurement rules for adoption support and therapies

Session 3

Session 3 – Reviewing and personalisation (22nd & 23rd July)

- Outcomes Based & Performance Monitoring
- Contract Management
- Working with children and families to keep them at the centre of adoption support arrangements

IPC Commissioning Cycle



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Outcome Based Adoption Support



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Focussing on outcomes

“Public service commissioners are under increasing pressure to demonstrate the impact of their services on the beneficiary in terms of the outcomes achieved. To do this, they will need to focus on the impact on the service user and what has been achieved, rather than just how time and money have been spent.”

Social Finance (2015:2) Commissioning for outcomes across children's services and health and social care

What do we mean by outcomes?



Inputs



+ Processes

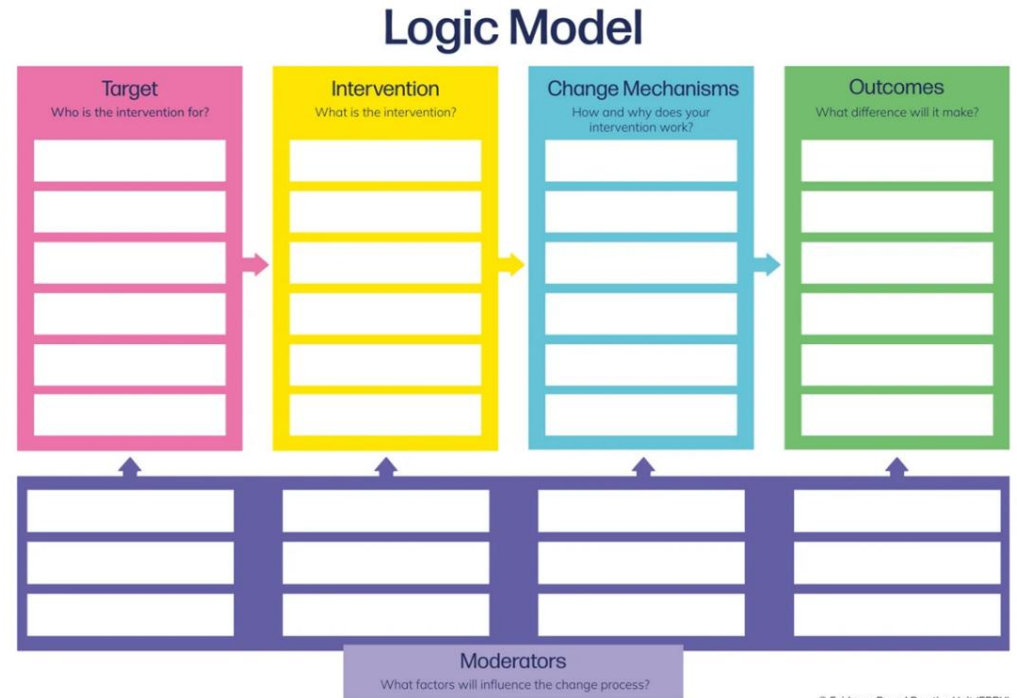
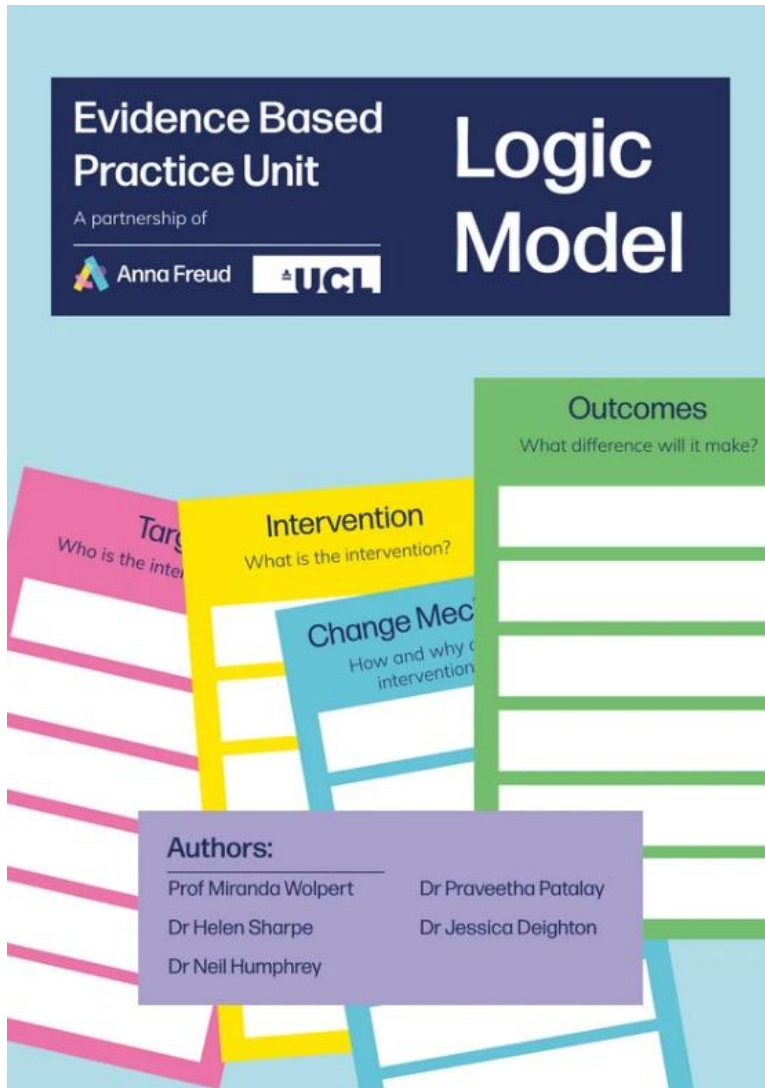


+ Outputs =



Outcomes!

Anna Freud – EBPU Model



© Evidence Based Practice Unit (EBPU)

Definitions

- **Outcome** – result or upshot
- **Output** – production; the amount of services produced in a given time
- **Process** – procedure, method or means
- **Input** – contribution or effort

Oxford English Dictionary

What do we mean by outcomes – our definition

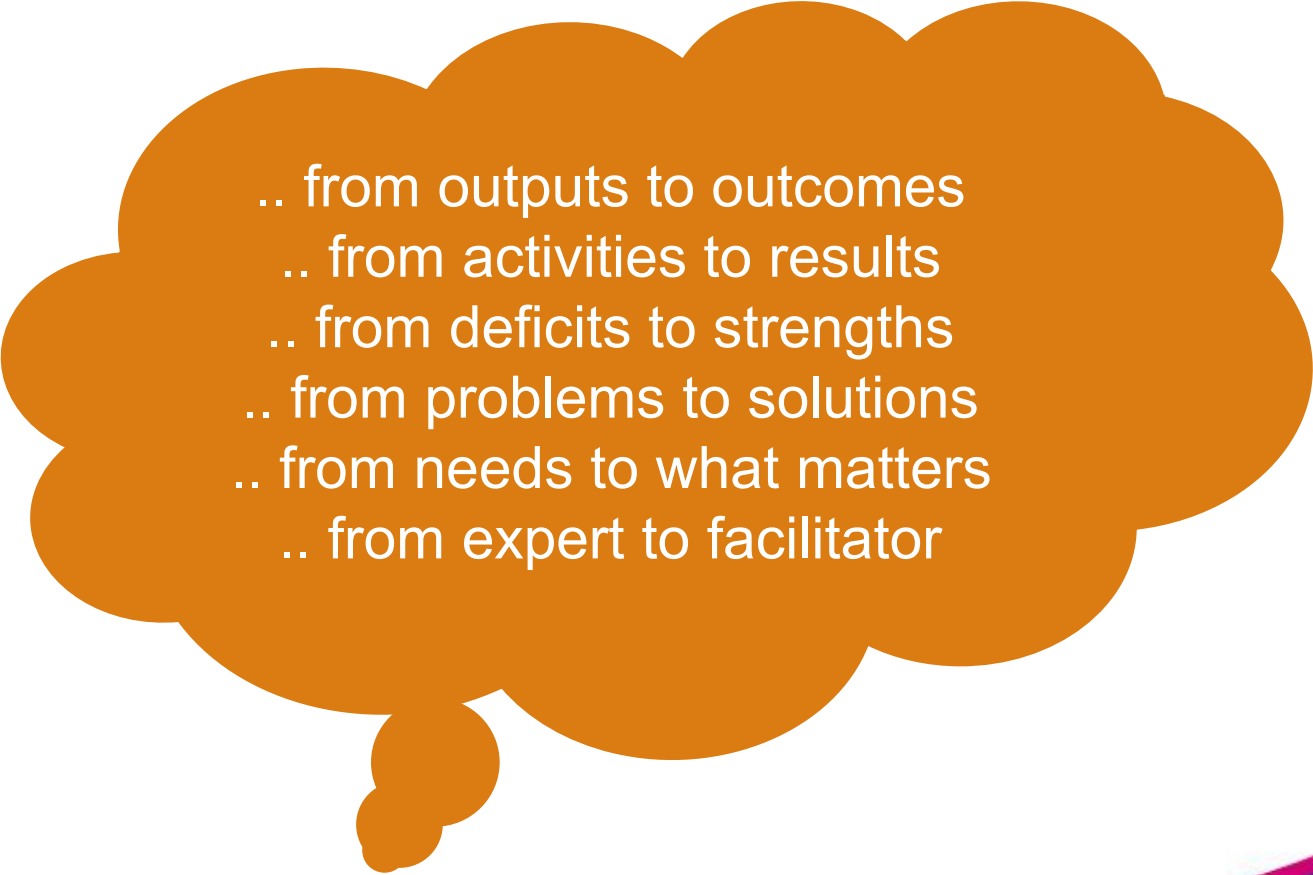
“An outcome is a change in circumstances that results from the decisions we make and the actions we take”

- Adopted Child(ren) and Family outcomes
- Population or ‘system’ outcomes
- Social outcomes/Social Value
- Economic outcomes
- Efficiency outcomes
- Legal compliance outcomes

Outcome, output or process/ input?

Objective	Type
1. The adopted child feels happy, secure and loved	
2. Develop an action plan to improve the quality of adoption support services by June	
3. An increase of family's report feeling settled and supported post-adoption	
4. All respite care staff will be paid at least minimum wage plus £1.50ph	
5. Therapies are delivered on time as agreed on the adoption support plan	
6. Reduce the average waiting time to access peer support groups to 4 weeks	
7. The adopted child's attendance at school has increased by 20%	
8. Violent or aggressive incidents towards adoptive parents has reduced	

An outcomes focus approach requires a shift in thinking



.. from outputs to outcomes
.. from activities to results
.. from deficits to strengths
.. from problems to solutions
.. from needs to what matters
.. from expert to facilitator

Things people like about an outcome-based approach

- Based on the young person's / family desires, not service led.
- Holistic approach.
- Fits with person centred approaches; puts the child at the centre.
- Empowers the family and promotes self advocacy.
- Emphasises evidence based practice.
- Focuses on needs and seeks positive interventions to provide better outcomes.
- It facilitates a co-productive approach using person's assets as well as services or support.

Working with outcomes – some challenges

Some of the main challenges of working with outcomes are:

- Identifying and agreeing what outcomes we should be aiming for
- Getting everybody to work to outcomes
- Knowing the outcomes we want to achieve does not tell us what we need to do to achieve them
- Linking the identified outcomes to our activity
- Finding measures and methods to capture them

Group discussion

- How do you currently agree on the desired goals and outcomes for the child and their adoptive family?
- How do you articulate this with potential providers of the adoption support services and therapies?

DfE: Introducing Outcomes Measures into the ASF (2023)

“Introducing outcome measures into the ASF will lead to a better understanding of which therapies work best and help local authorities and Regional Adoption Agencies to provide the most effective support for children& families”

The five outcome measurement tools are:

- Assessment Checklist (AC)
- Brief Assessment Checklist (BAC)
- Goal Based Outcome (GBO)
- Strengths and Difficulties Questionnaire (SDQ)
- Thinking about your child (TAYC-R)

Outcomes approach

What should this approach look like when arranging and managing adoption support and therapies?

- Outcomes need to include both short and long-term goals for the child and the adoptive family.
- They need to be clear about the role we expect the provider, family and child to play in working towards these goals.
- Who is setting these goals? Is the voice of the child and the adoptive family being included? Afterall it is their future.
- They need to be structured so that they can be used to guide providers in regular progress reports e.g., what you will monitor to ensure the needs and outcomes of the family / child are being met

Example outcomes

Bright Spots well-being indicators



Example outcomes

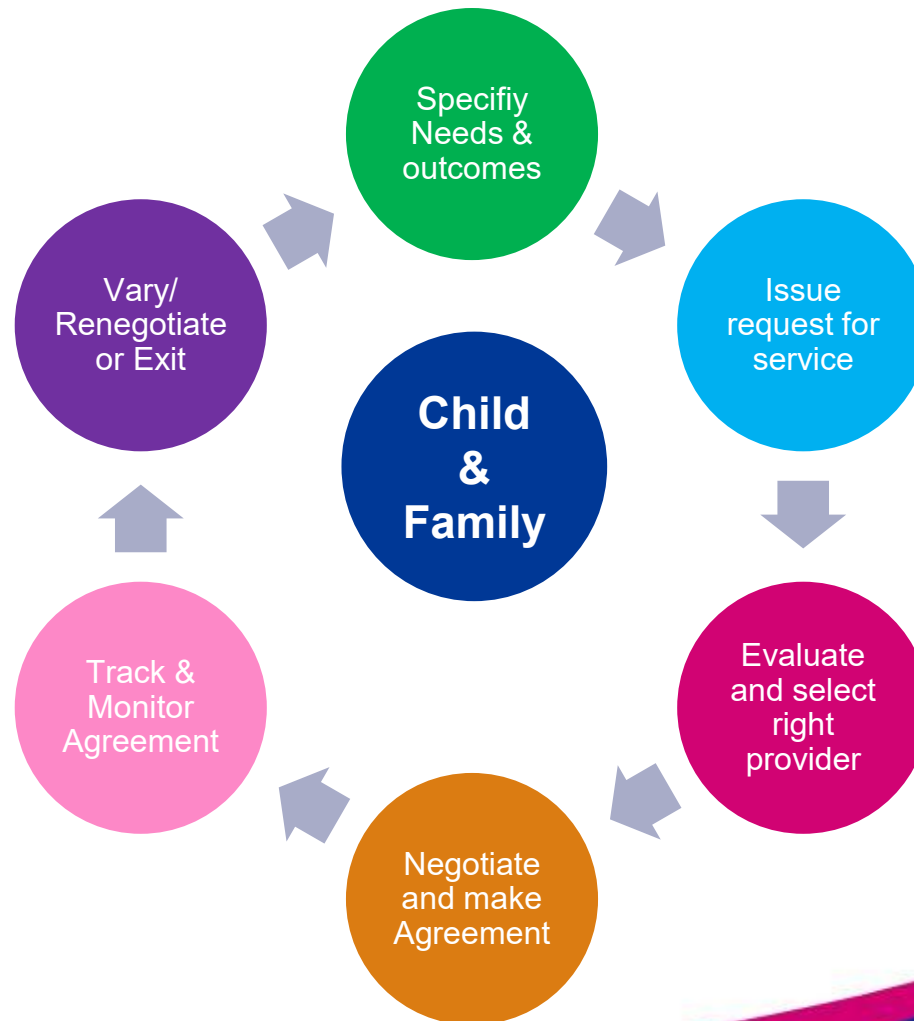
Below are examples of how we could describe outcomes using 'I Statements' from the child's / family's perspective or a more formal outcome approach including specific measures:

'I Statement': I want to feel safe and supported. My therapist will help me to make the right choices about my behaviour and help me with my schoolwork if I am struggling.

Formal outcome: For X to be supported by Provider Y, both in terms of behaviours and all aspects of their schooling, with a view to them achieving at least 80% attendance at school.



Arranging outcome based adoption support



Challenges reported by Adoption Staff

Assessment

- Person-centred
- Comprehensive information gathering
- Collaboration – Schools/ Health/ Partners
- Screening and triaging
- Ongoing follow-up and communication
- Standardised templates

Therapy

- Based on assessed needs
- Choice, voice & empowerment
- Graduated approach - signposting to universal support
- Awareness of all community resources
- Supply, demand and availability of therapies
- Large providers Vs small/ sole traders
- Waiting lists & geographical variations
- Price variations/ costings and hidden costs
- Quality assurance
- Frameworks, APLs and Block contracts
- In-house versus commissioned support

Outcomes

- Tracking progress - therapy review reports. midway reviews, user feedback
- Outcome measures to inform decision-making/ next steps

Commissioning Challenges

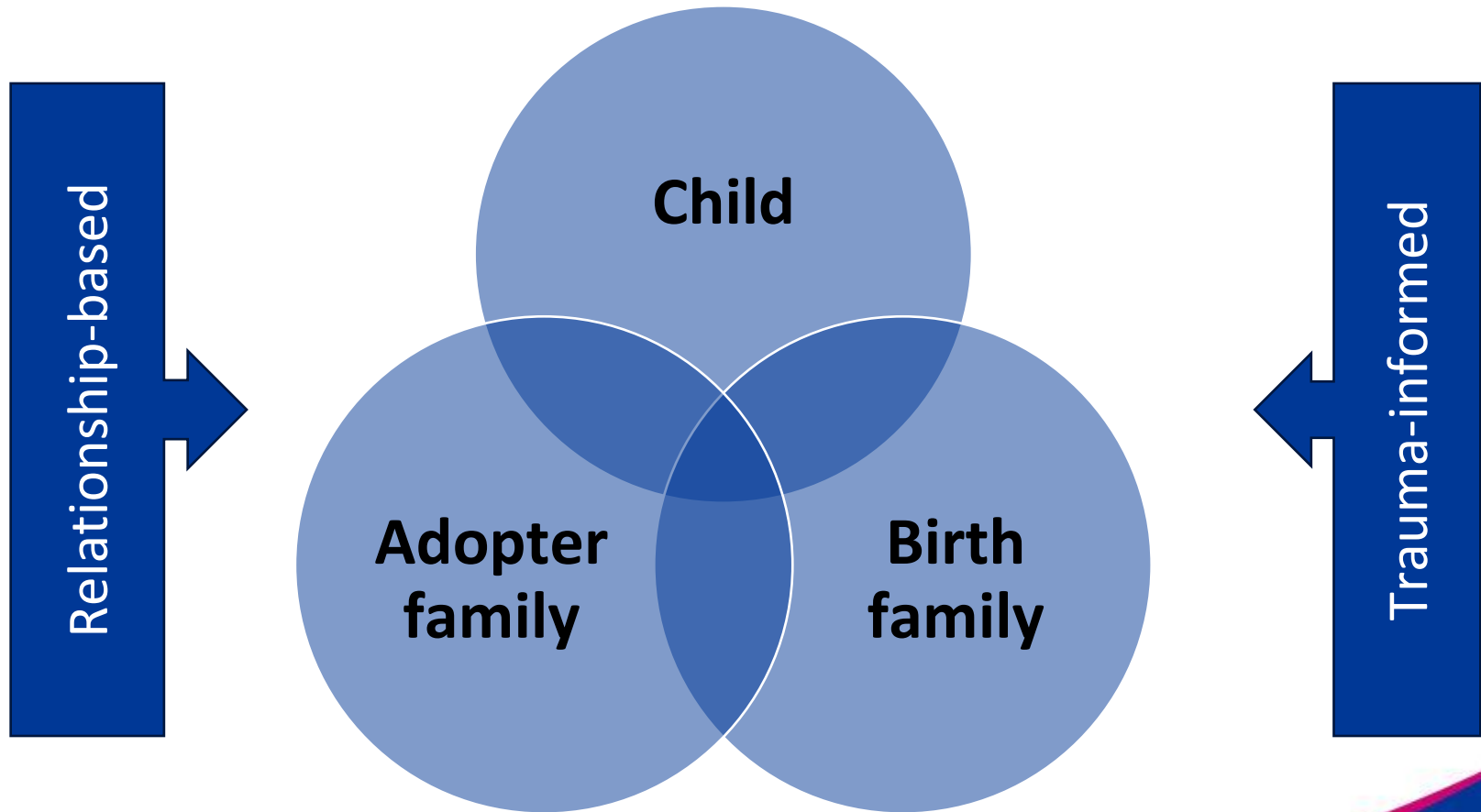
- Challenges in Commissioning and Provider Management
- Family Preferences and Provider Availability
- Access to support and resources
- Provider Selection and Quality Assurance
- Monitoring review and feedback processes
- Outcomes and measuring impact
- Guidance, Tools, Templates, Training

Breakout Discussion

When arranging adoption support services and therapies:

- How do you work / contact with providers to arrange adoption support services?
- What information do you share?
- What do you expect back from the potential provider?
- What is the key information to help “match” the right therapy or support for the child(ren) and families?

Adoption Support and being “person-centred”



The Voice of the Child - NSPCC

Evidence snapshot
The voice of the child
Page 1 of 8

The voice of the child: evidence snapshot

Top-line messages from research on hearing, understanding, and acting upon the voice of the child





August 2024

Introduction

This snapshot provides a top-level summary of findings from research published between 2016 and 2023 about hearing, understanding, and acting upon the voice of the child in children's social work. It draws on articles, reports and guidance held in the NSPCC Library and identified through searches of Google Scholar, Social Care Online, the Cochrane Library, the Pub Med database, the King's Fund database, the ERIC database, Library Hub Discover and Ingenta Connect.

It outlines what the voice of the child is understood to be, and the key barriers and facilitators to hearing the child's voice identified in the research. Combined with learning from case reviews, this snapshot underpins our practice points for hearing the voice of the child.

NSPCC
Learning

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“Key characteristics of good practice around the voice of the child includes:

- building a trusting relationship with the child
- acquiring knowledge and skills so children's voices are heard and acted upon
- providing children with accurate and accessible information
- ensuring children's voices do not lose out to those of adults”

Voice of the Child

How do you do this?

- Consider if writing in the first person may be more effective (I Statements).
- Include their wishes for the support. What are they hoping to achieve by engaging with this support?
- What are their overall wants and needs for their life?
- What do they like? Books, films, hobbies, school subjects etc.
- What do they dislike?
- What are their worries about engaging with therapy or support?
- How would they like to be introduced to the therapist / professional?
- Are they comfortable talking about their own story?

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Certificate of Credit in the Principles of Commissioning

- An opportunity to gain a qualification of your learning
- Accredited by Oxford Brookes University
- Awarded a Certificate of Credit, at a Level 4, worth 10 Credits
- You become a student of OBU
- Entry criteria applies
- Additional input and a written assignment
- Access to IPC's Commissioning Alumni Network

The Assignment Task

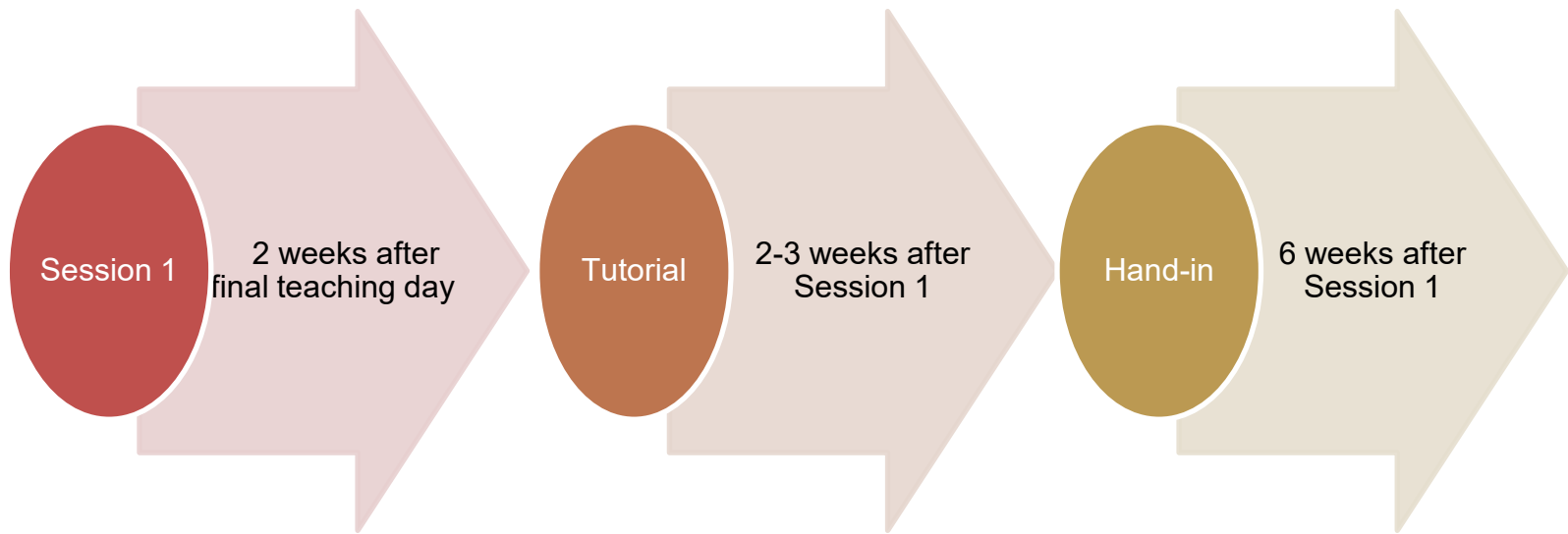
Write a reflective commentary that describes a commissioning activity you have undertaken and how you managed the process. You should show how you applied the best practice you learnt on the course and what the challenges and barriers were, and any lessons there have been for your future practice.

Word count is a minimum of 1,800 words and a maximum of 2,200 words.

Example Assignment topics

- Completing a needs assessment and creating an outcomes focused adoption support plan
- Working with potential providers to negotiate and secure the right therapy option for the child / family
- Researching evidence-based interventions to meet a need
- Hosting a review meeting with a family and provider to agree next steps
- Working with commissioning colleagues to review and plan for future needs of adoptive children and families
- Managing the poor performance of a therapy provider

Assignment Support



IPC Commissioning Course Alumni Network

Bringing a community of commissioners together from across the country to share advice, good practice and support

A free and exclusive offer to any student with accreditation via:

- Regular online / virtual workshops
- Exciting face to face events – such as commissioning conferences
- Access to an online Forum

Alumni Network



We offer consultancy, training, evaluation and applied research to central and local government, the health sector, charities, and commercial organisations. Our aim is to improve the health and wellbeing of citizens and communities.

Key dates

Assignment support

- Session 1:
- Project Outline submission:
- Tutorial 1: w/c

Assignment Submission deadline:

Reflections and next steps



Contact us



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