

2018 ESN's Integrated Support
Working Group Meeting: Children
and Families

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There are a number of terms used to describe integrated working – partnership working, joint-working, multi- and inter-disciplinary - often used interchangeably but they do not necessarily have the same meaning (Percy-Smith,2005; Sloper,2004)

Brown and White (2006) suggest that the absence of a clearly defined concept is problematic – not least for evaluation

Definitions

Why we need closer working



**THE MULTI-DIMENSIONAL
NATURE OF MANY
FAMILIES' PROBLEMS**



**ACCESS TO EXPERTISE IN
WORKING WITH FAMILIES
WITH PARTICULAR NEEDS**



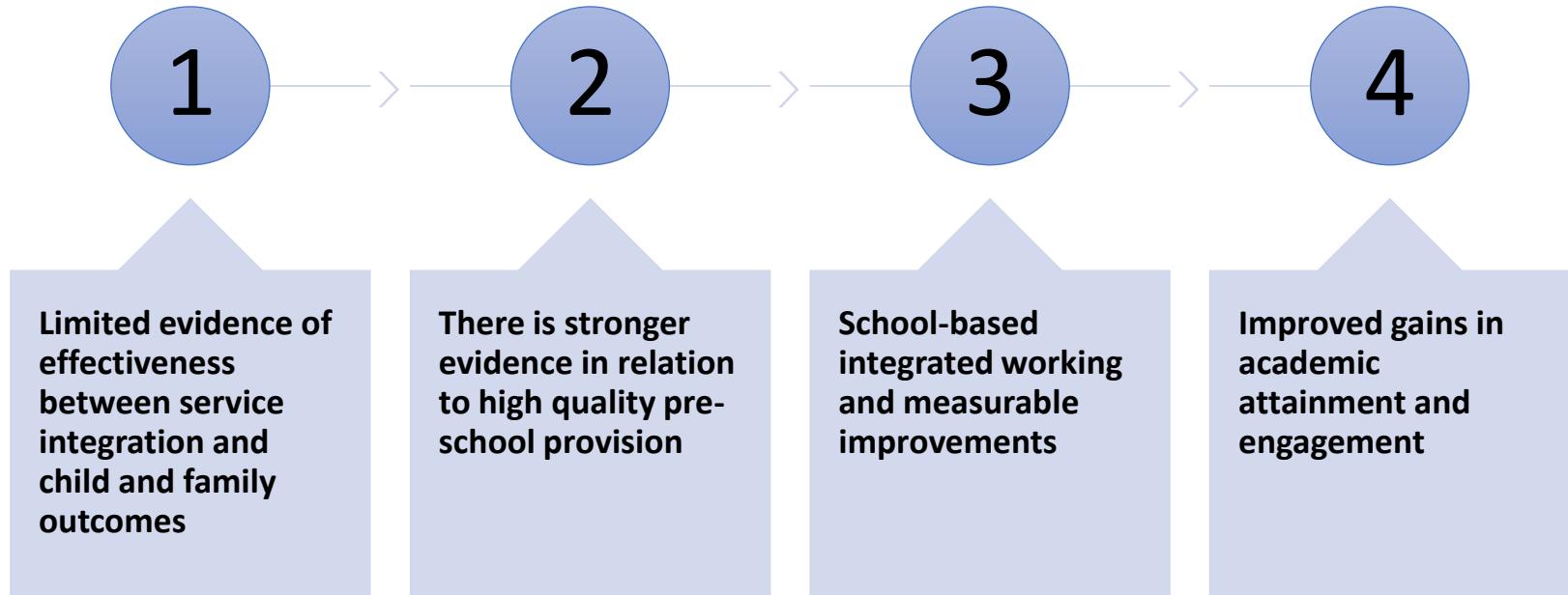
**NEED TO MAKE MOST
EFFECTIVE USE OF
RESOURCES**

But ...

As well as a lack of clarity over meaning of integrated working with wide variety of terms used to describe it

It takes time to achieve and to evidence outcomes and policy drivers change

Integrated working is but one of many influences – and far more research on barriers (and perceptions) than outcomes



Outcomes for children and families (1)

5

Some evidence that multi-agency approaches reduce youth offending, improve school attendance, reduce alcohol consumption and anti-social behaviour.

6

Studies show positive impact of integrated working on children with disabilities or poor mental health

7

Collaboration between social workers and school staff → positive outcomes

Outcomes for children and families (2)

Outcomes for professionals and agencies



Integrated working is associated improved enjoyment and well-being



Improved knowledge and understanding of other professional roles



Increased opportunities for personal, career and skill development



Improved information sharing and communication between professionals and agencies



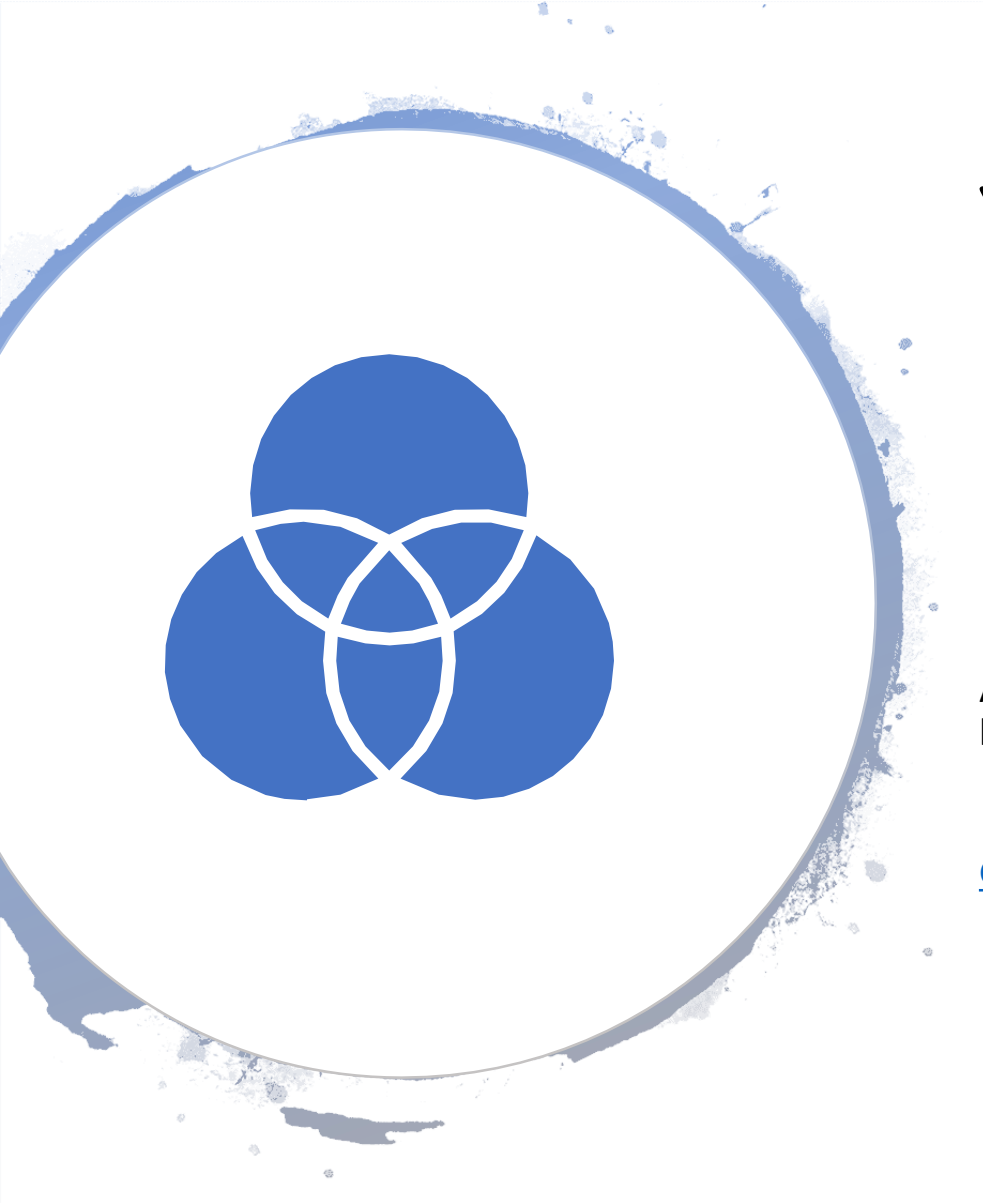
More effective co-ordination of services



Earlier identification of need.

Caution

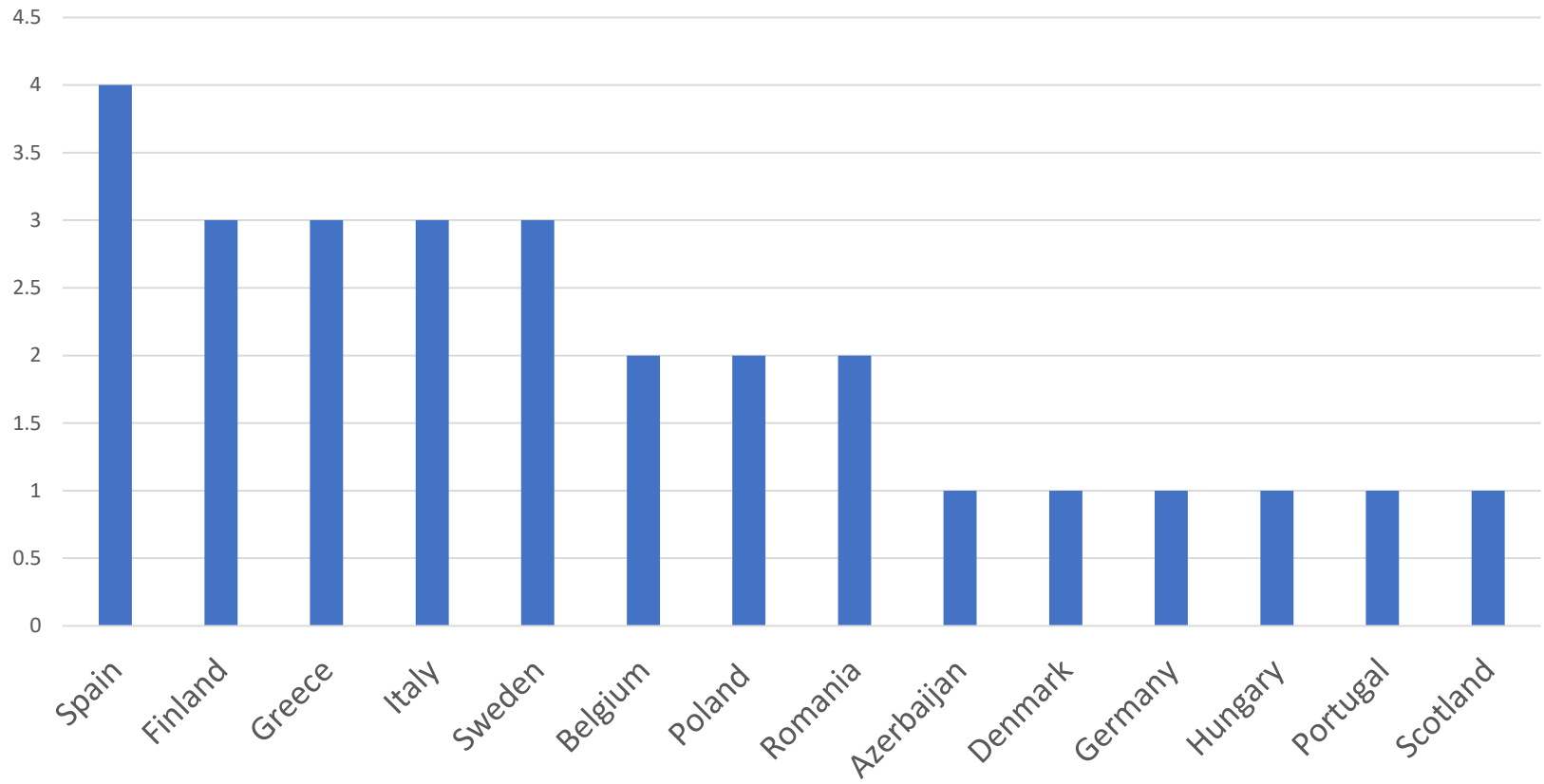
- **No evidence of reduced workloads**
- **Some confusion about professional identity and risk of marginalising social work in health settings**
- **Variability in progress towards embedding integrated working in practice**
- **Limited evidence for the cost effectiveness of integrated working**
- **Limited evidence on outcomes of inter-professional training on practice (or on outcomes for children and families)**



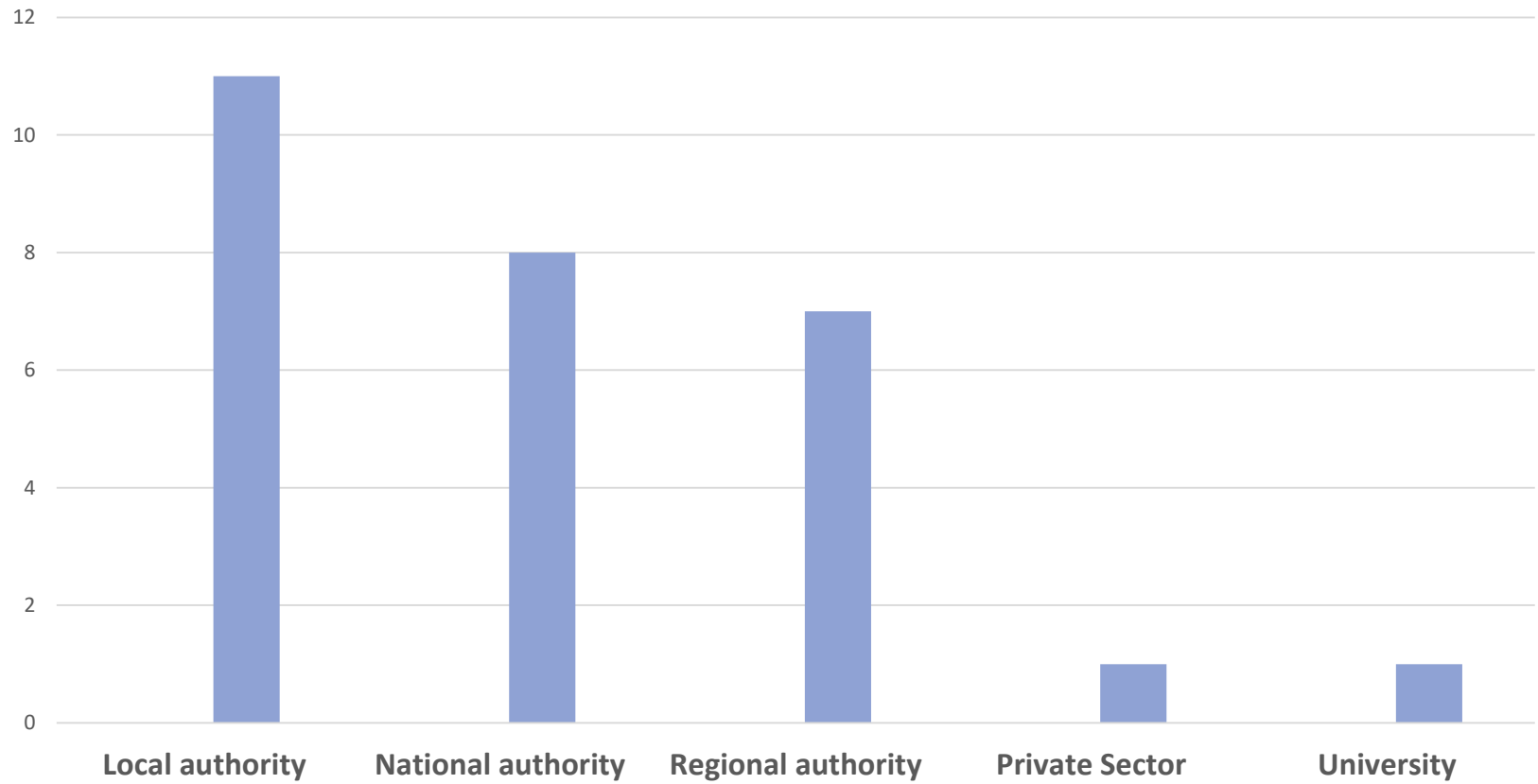
Your responses

A man's feet should be planted in his country,
but his eyes should survey the world.

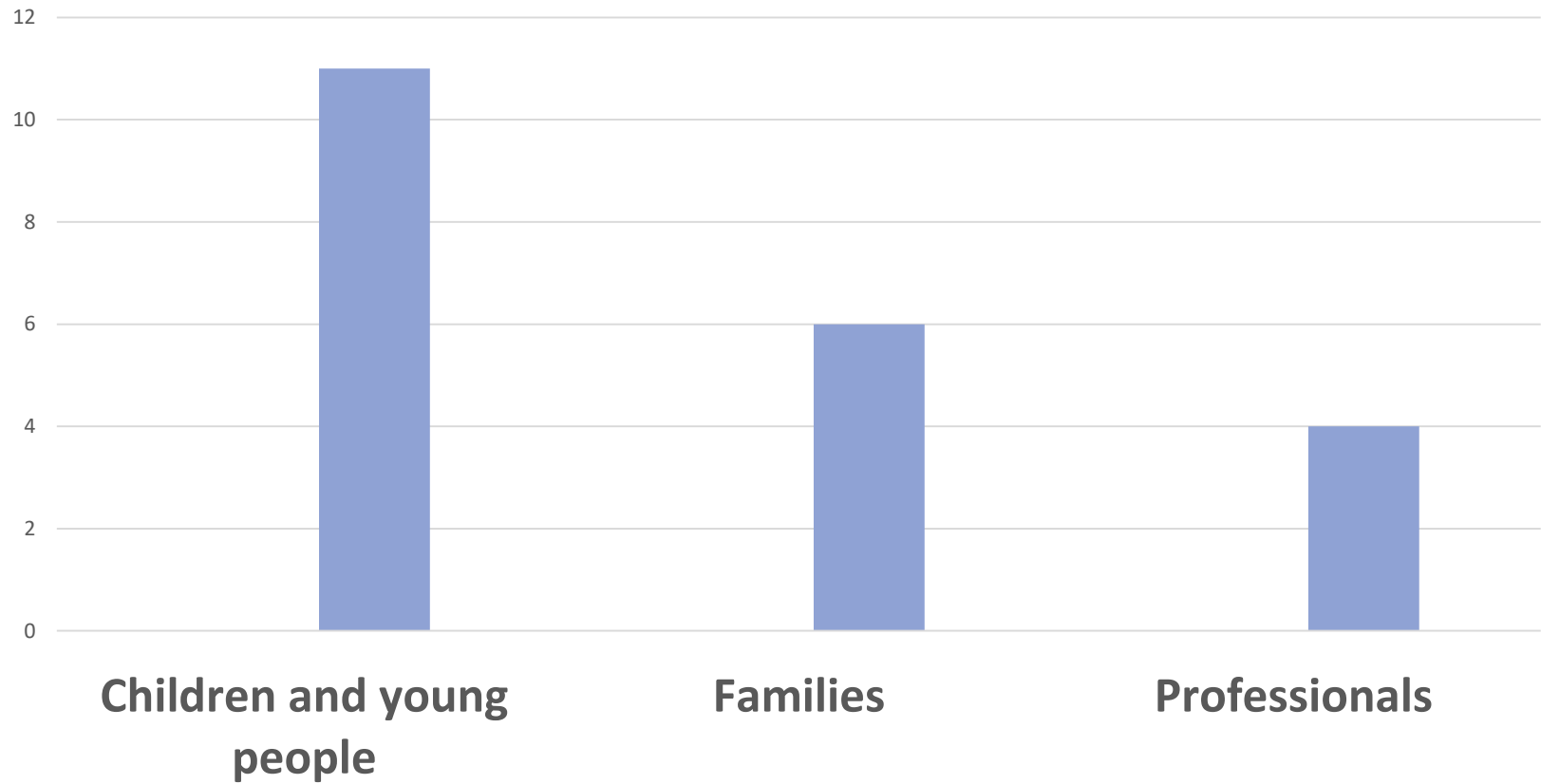
[George Santayana](#)



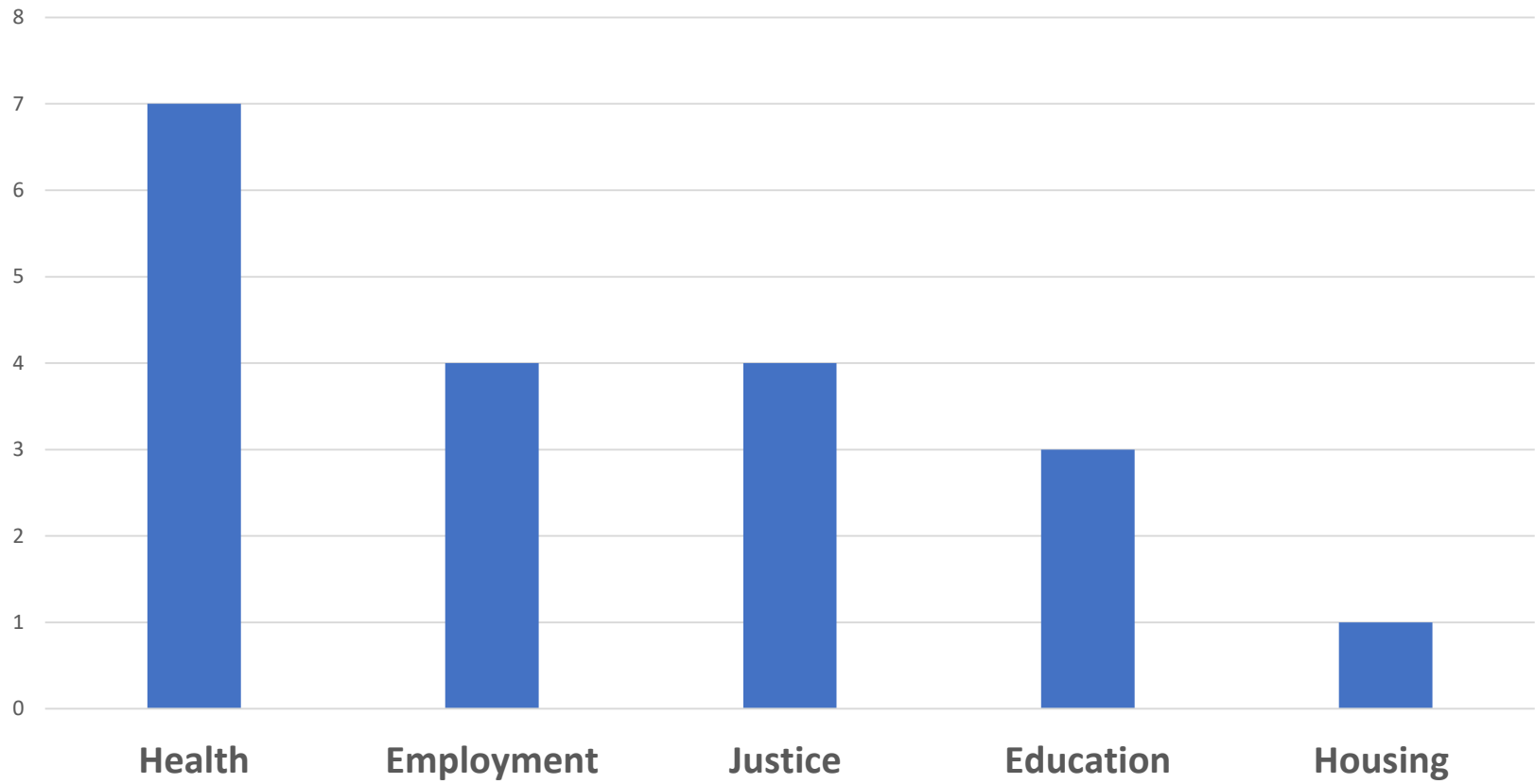
28 responses to survey from...



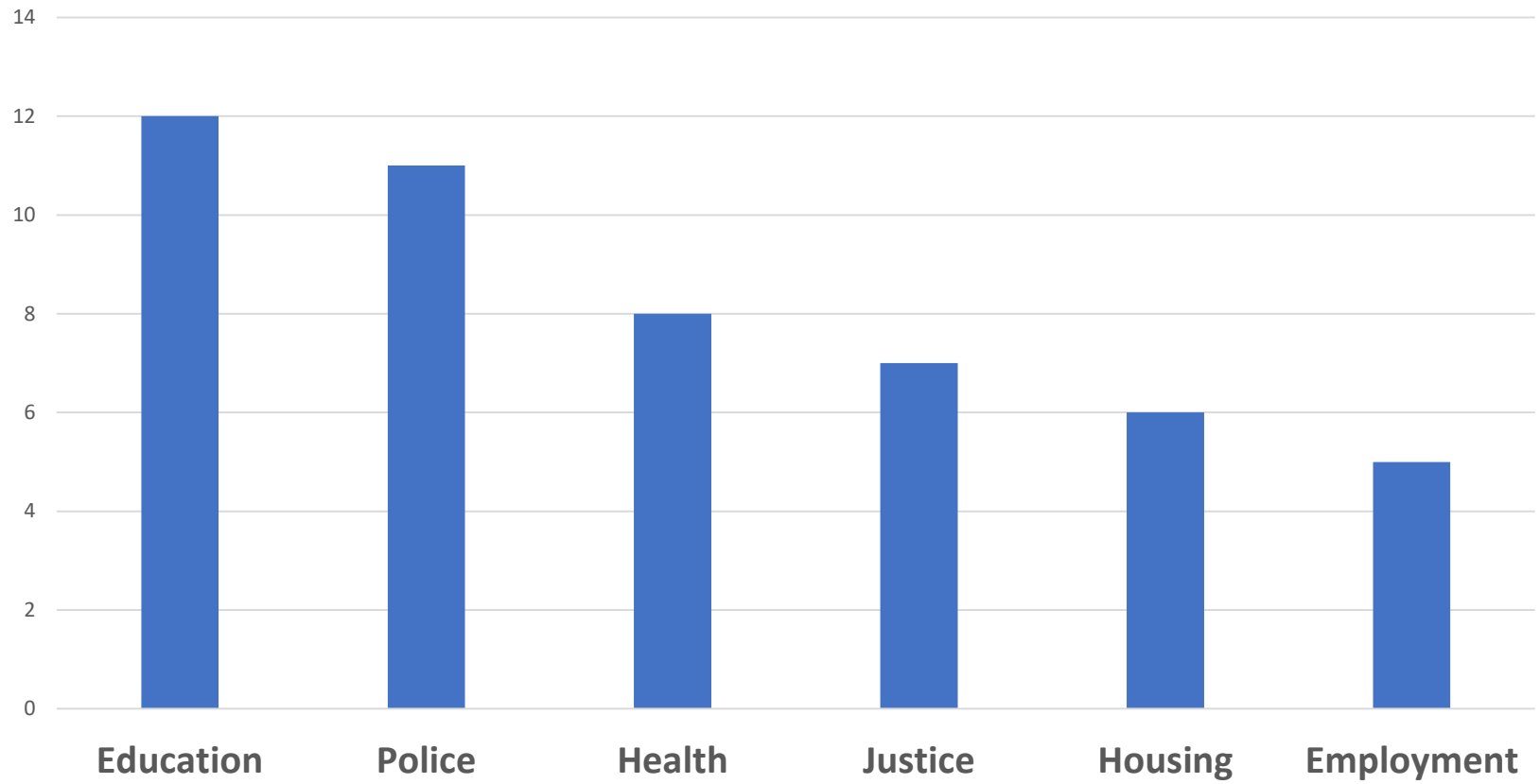
Responses from...



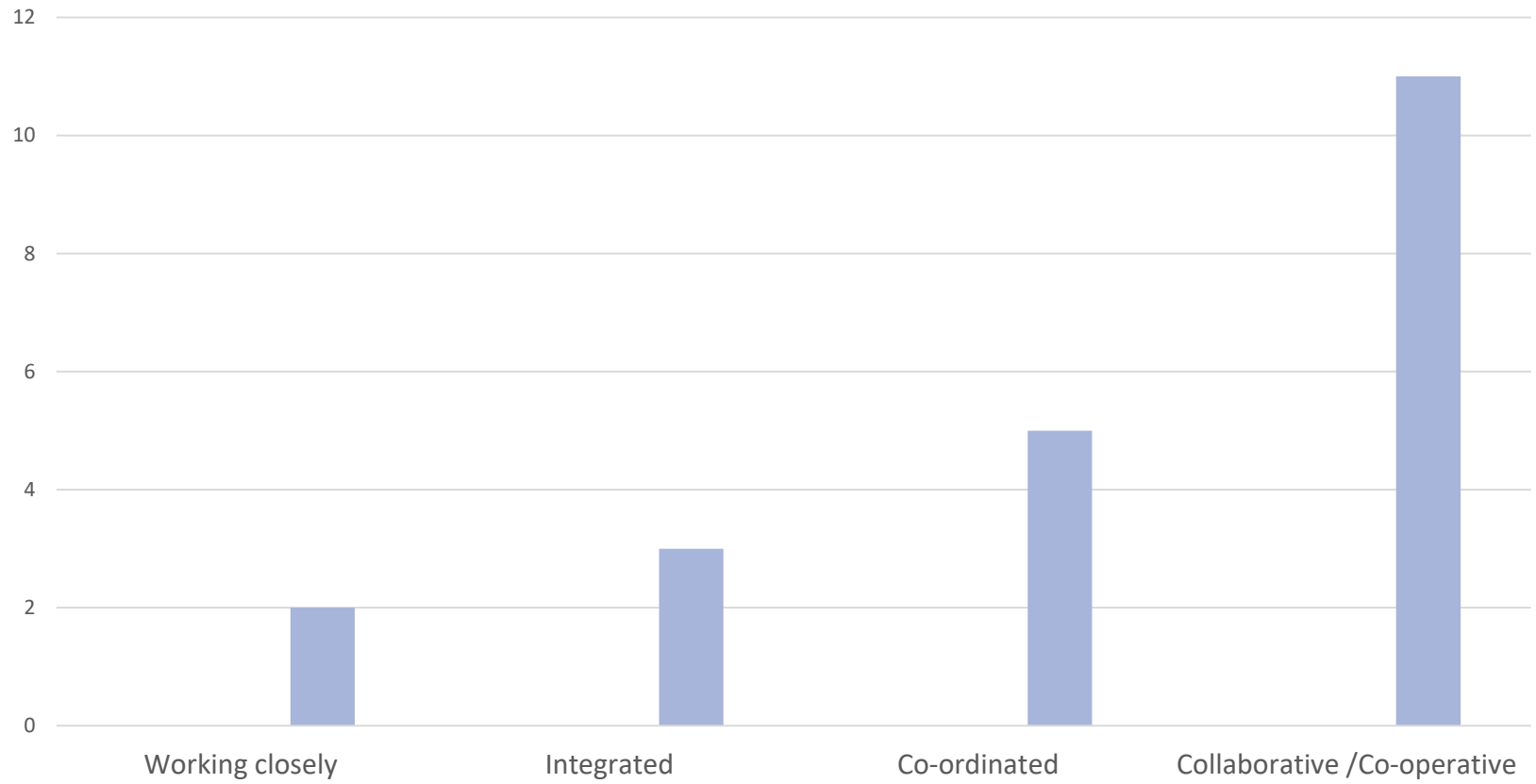
21 services described in the survey with focus on:



Teams providing services with an element of integration managed by....



Integrated processes involve



What we are talking about



Most activity

Integration and collaboration

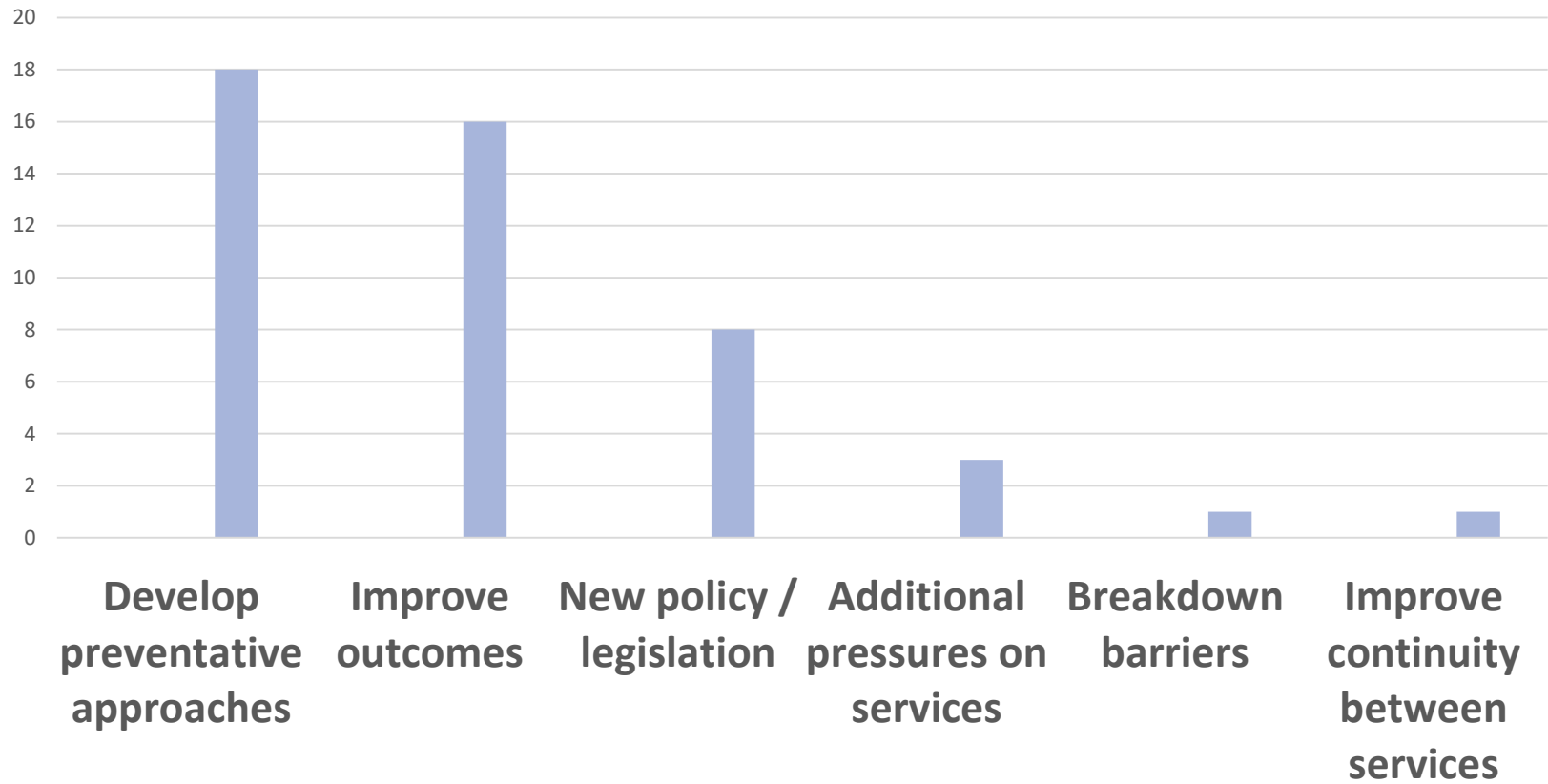
- **Health**
- **Education**
- **Police**

Co-ordination and awareness

- **Employment**
- **Justice**

Limited involvement

- **Housing**



Key drivers

Policies and legislation

General and specific laws

Policies

Models


Agency specific

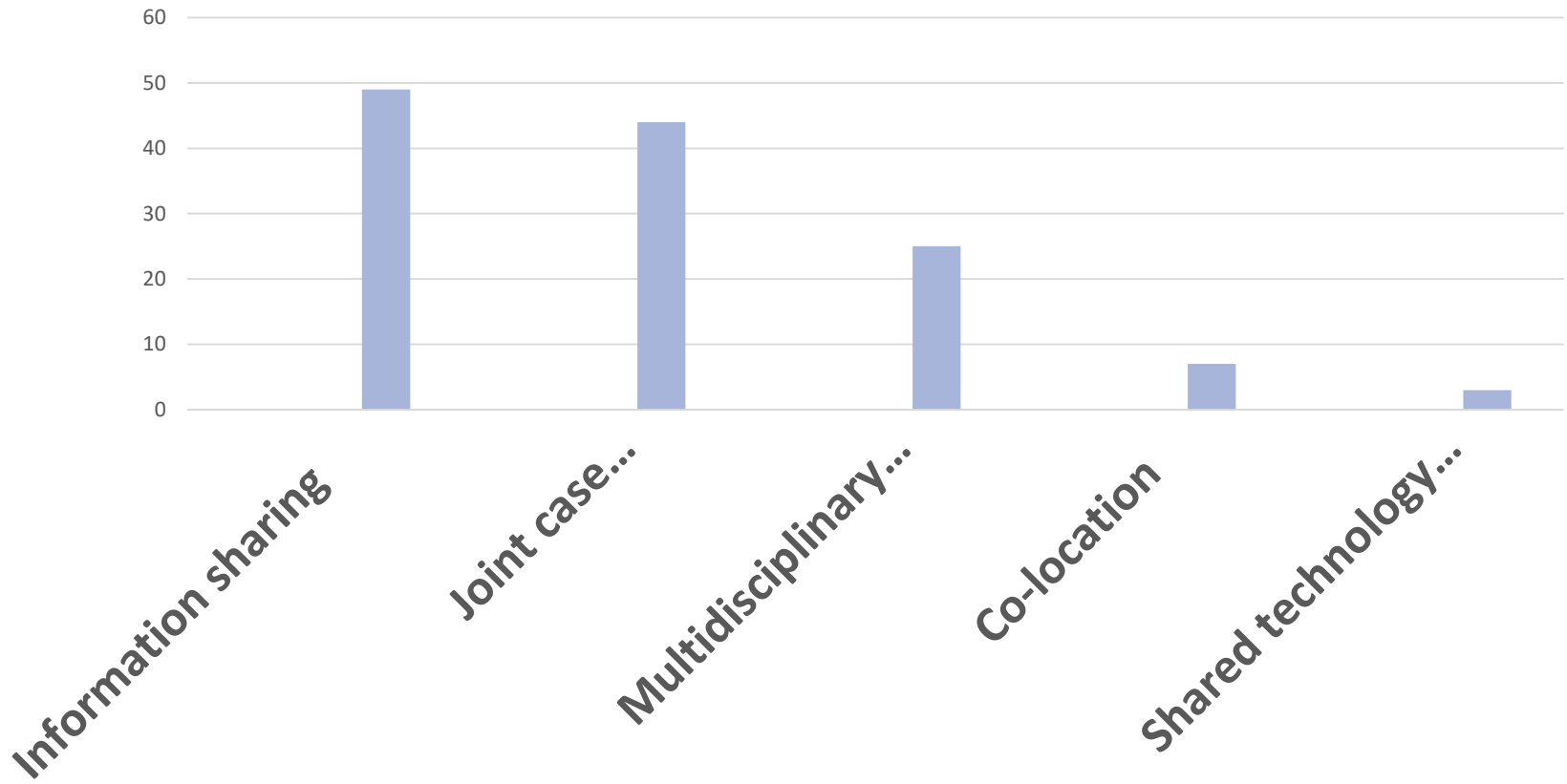
Group specific

Targetted

'Integrated' support

Where it is happening	Mechanics
Family centres	Local projects
Children's homes	Expert /dedicated agencies
In cases	Protocols and high level plans
In meetings	Legislation
Education and Children's Social Care	Merger





What it means in practice (1)

Information sharing: most commonly in education and police

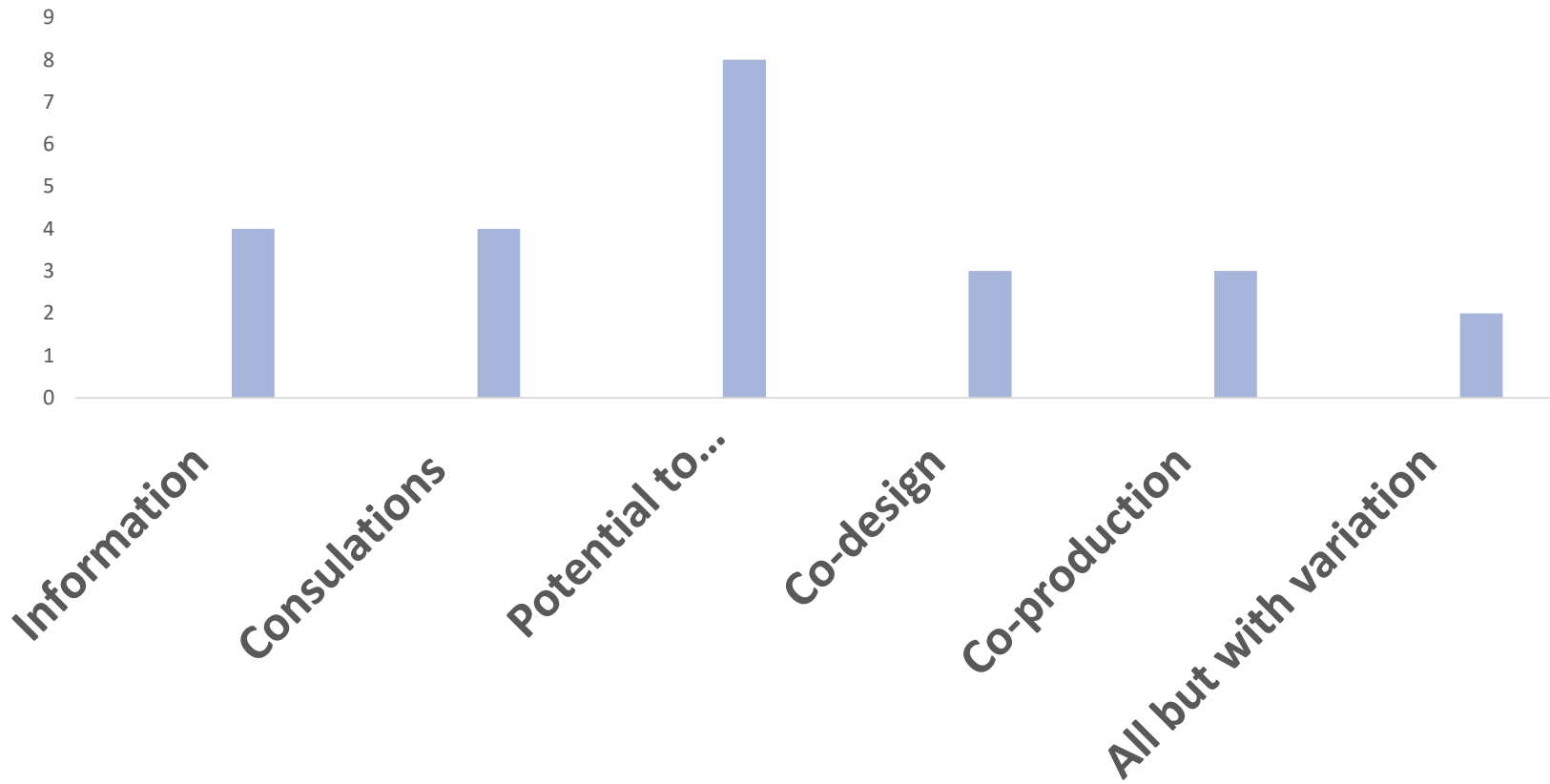
Joint case management: most commonly in Justice and Police

Multi-disciplinary teams e.g. in family centres conducting family assessments and support to prevent entry into care

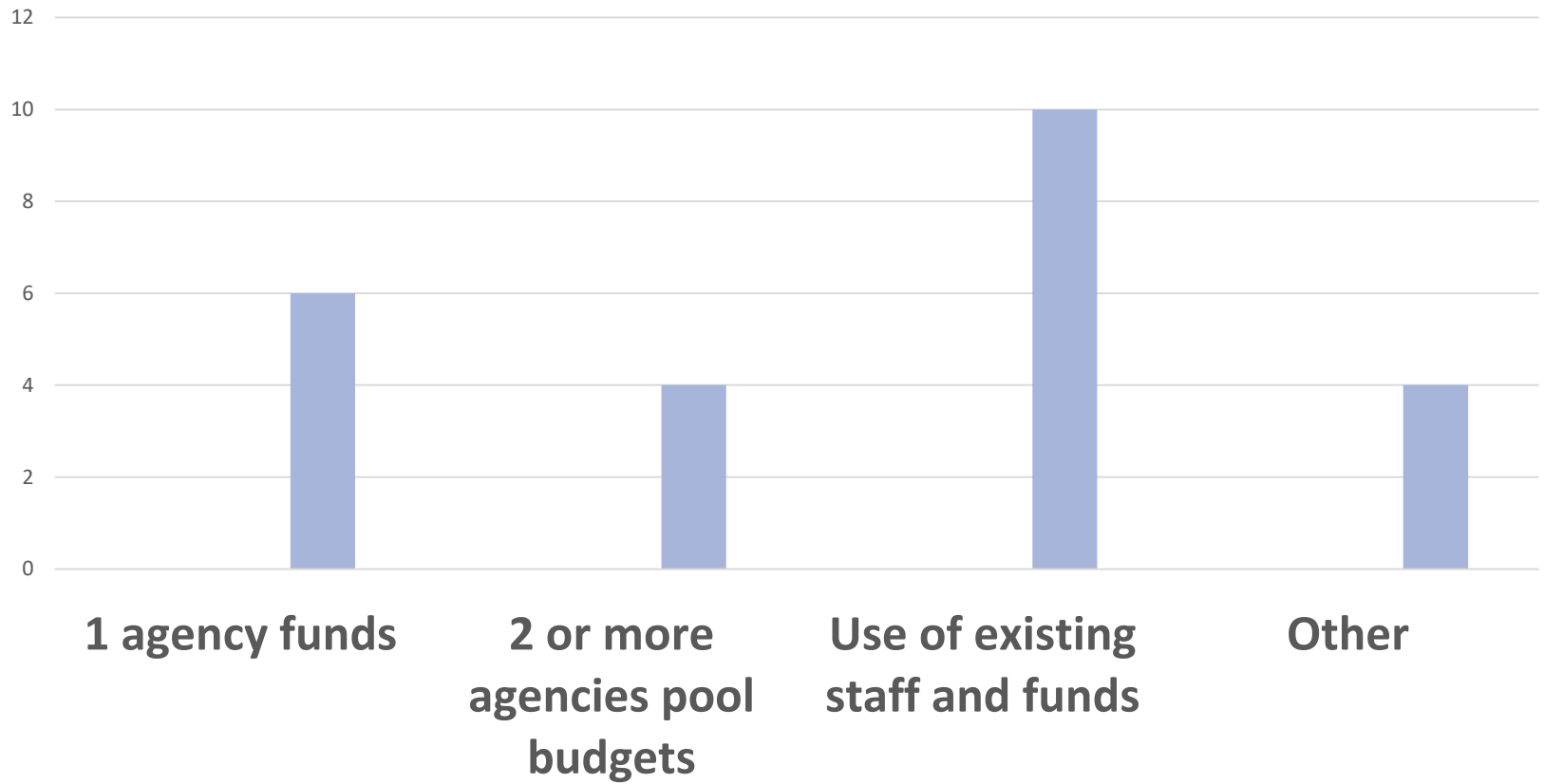
Co-location is most common in education, health and justice

Shared technology relatively rare but a few mentions in health and employment

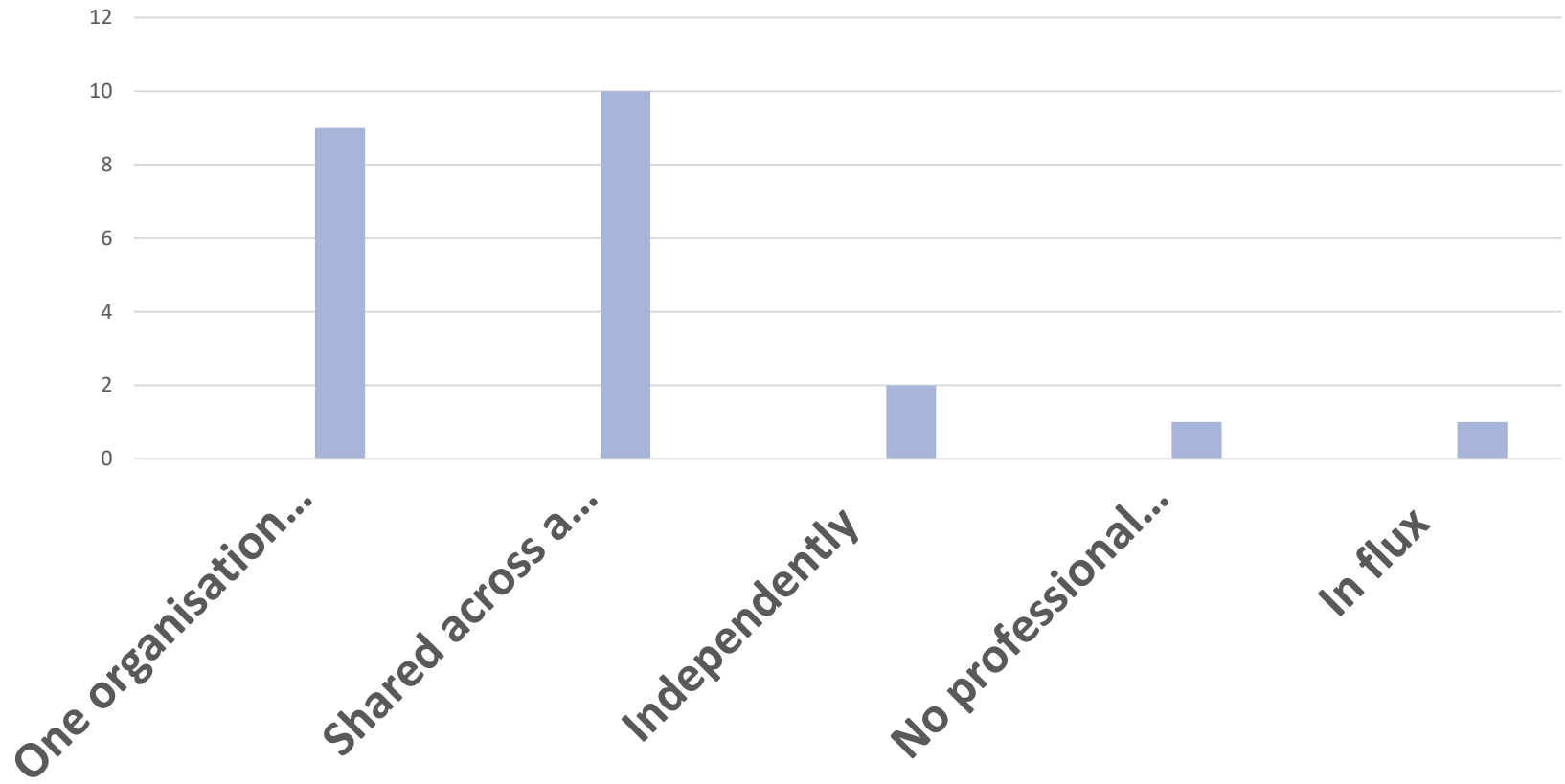
What it means in practice (2)



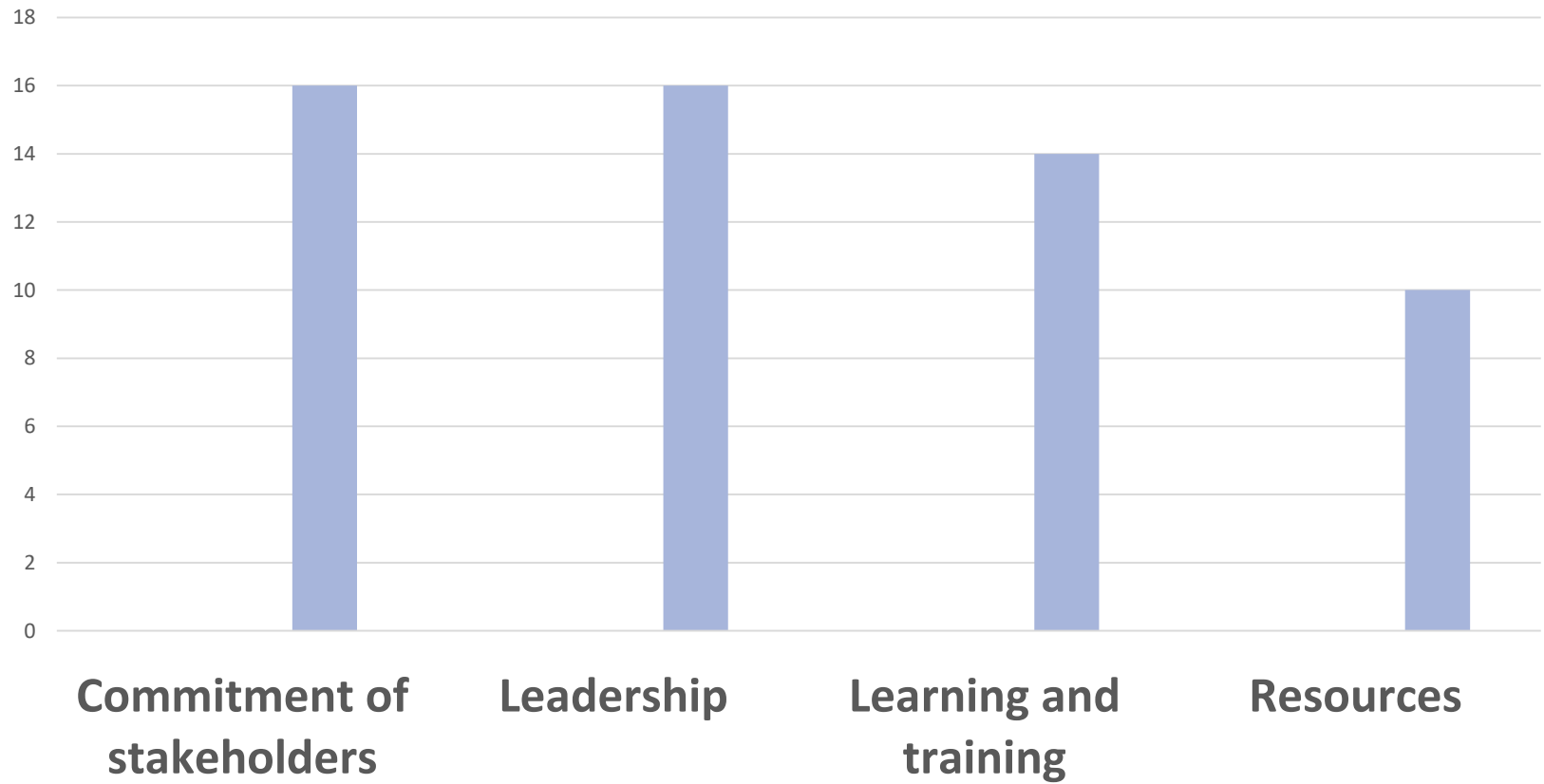
Involvement of children and families



Funding



Management

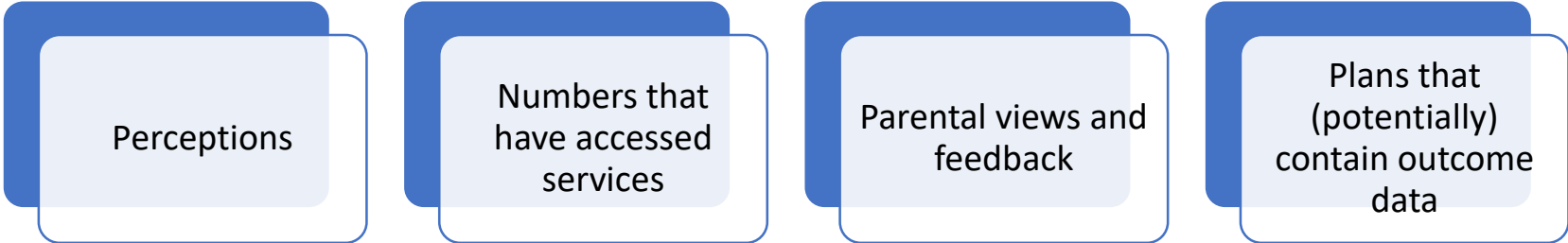


What is needed for success?

Evaluation



- **Information available for 21 projects**
- **17 reported evaluations – internal v. external; range of methodologies and sizes**
- **2 were planned and 2 were absent**
- **However most were data collection exercises, captured feedback. Need to evidence impact – or lack of**
- **Need rigorous evaluation of structures, particularly any evidence for the impact on child outcomes**



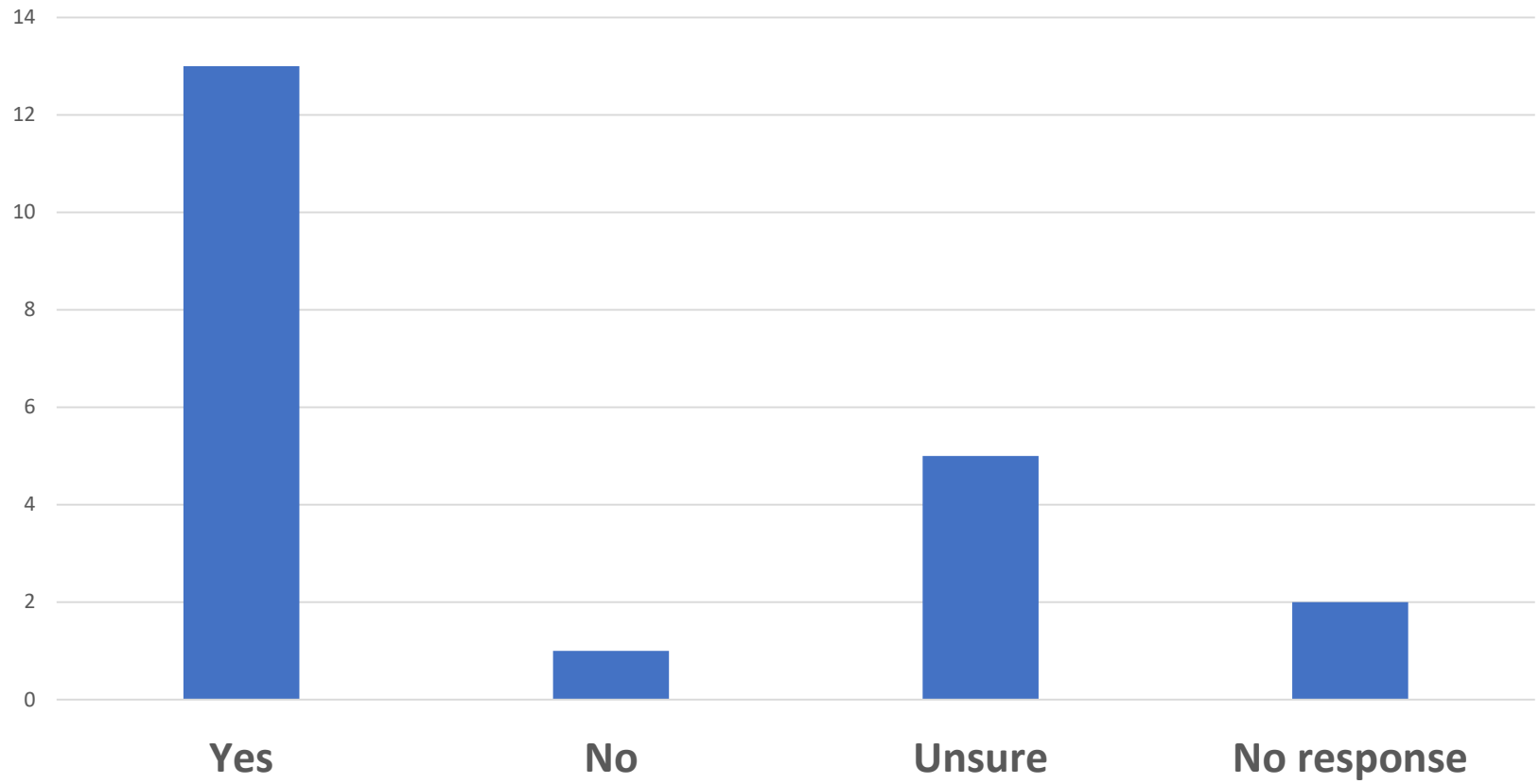
Perceptions

Numbers that
have accessed
services

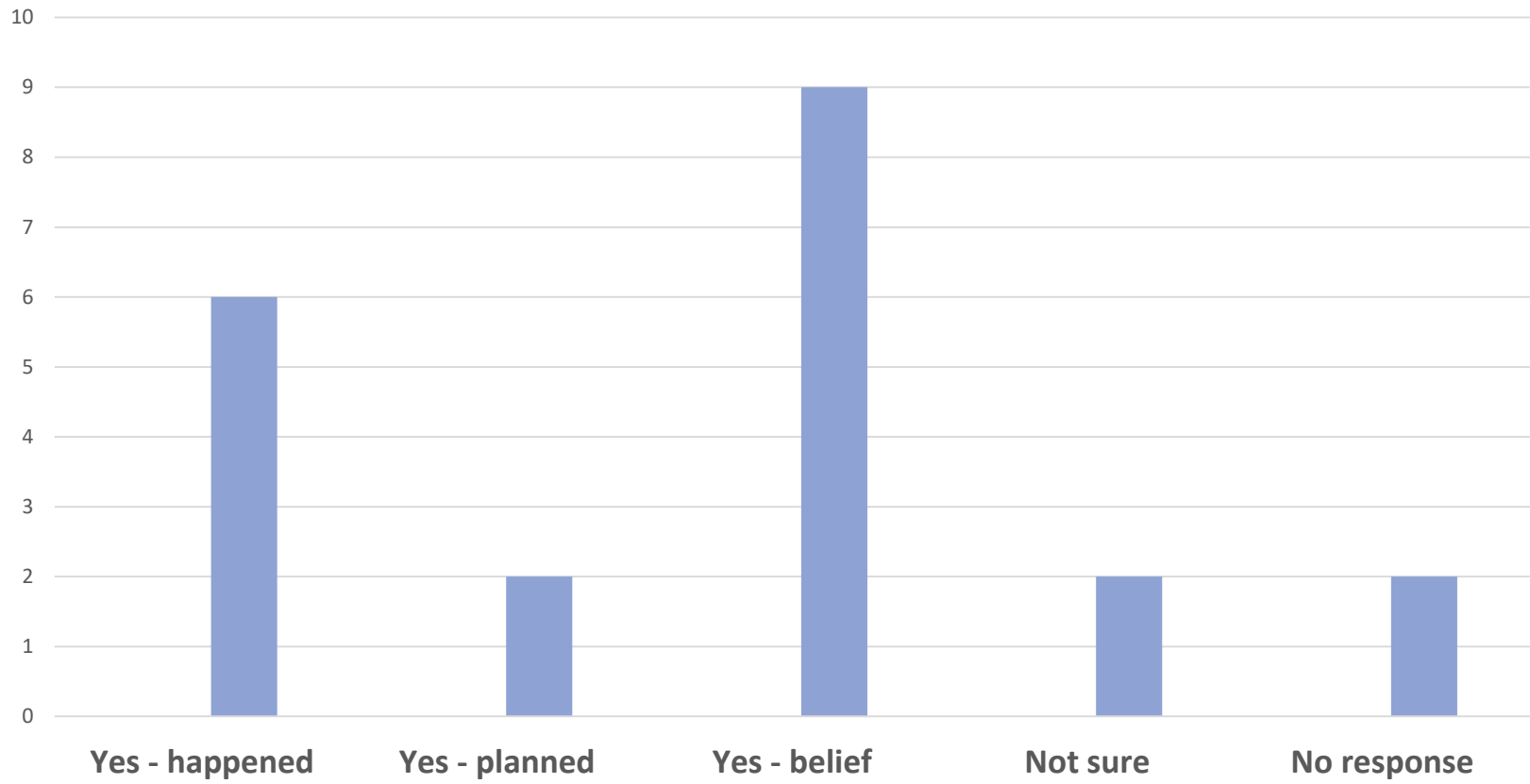
Parental views and
feedback

Plans that
(potentially)
contain outcome
data

Outcomes – limited evidence



Sustainability



Transferability

Practices in detail


- **12 practices from 8 countries**
- **2 from Belgium**
- **2 from Spain**
- **2 from Italy**
- **2 from Sweden**
- **1 from Finland, Hungary, Malta and Portugal**

Examples (1)

- **Work closely** e.g. Progetto P.U.E.R.I. service for unaccompanied migrant minors
- **Co-ordination / collaboration** e.g. in Kronoberg this is between social services, health services, education and police to identify need and intervene early; in Galicia collaboration of multiple services to raise awareness about early intervention for children with developmental disorders

Examples (2)

- **Intensive co-operation** e.g. in Ghent where social workers are placed in schools and in Malta where workers from different professions work together and learn from each other
- **Integrated:** In Häme, social services, health services, and NGOs are based together in family centres and in Lisbon early childhood education and care (ECEC) services regarding services for children and families.



Examples of transferability – real and potential

- Models to support for vulnerable families are being considered for other contexts such as those in Ghent and Galicia
- Some pilots, such as the early years services in Navarra, have been developed with the intention of roll out
- Other initiatives like the Häme Family Centres are part of a larger national programme - sharing experiences across areas
- The pilot project for unaccompanied asylum seekers was considered to be appropriate for other European contexts
- The Kronoberg County had imported the Getting it Right for Every Child (GIRFEC) model from Scotland

outcomes in terms of families' aspirations

link between agencies / processes and outcomes

impact of inter-professional training on professional practice and outcomes for children and families

comparable costs in relation to outcomes for children

Next steps? Examine



Some basic questions

- Why do we want integrated services and when and where do we want them?
Assessing the problem and matching the solution....
- Is organisational integration necessary or sufficient?
- What conditions are needed to support different types of inter-professional working?
- What, if any, are the implications for the future structure of our workforces?
- What is the role of technology?
organisational culture?