



Focusing on the Developmental Outcome: Planning and Decision-Making

Note: The 24-Week Achievement Profiles which follow tell a story about what happened over a 6-month period as this young person transitioned from secure residential supervision to an intensive foster care placement using a Team Parenting approach. The placement was organised through a national body that brings together Health, Education, Child Welfare and Youth Justice services to manage community-based placements under Court supervision.



Key Developmental Assets For Children & Young People

EXTERNAL ASSETS

Safety: Child/young person is safe at home, at school and in the community.

Carer Family Boundaries: Child receives consistent supervision with reasonable guidelines for behaviour and their whereabouts are monitored.

Carer Family Support: Child/young person receives individual time, predictable emotional support, physical care, and demonstrates a sense of belonging within the carer family.

Positive Carer/Child Communication: Child/young person and carers listen to and talk with each other, seeking advice, guidance and/or representation as appropriate.

Family and Other Adult Relationships: Child/young person receives and accepts support from her/his birth family & other significant adults, and demonstrates a sense of belonging.

Adult Role Models: Carers and other adults in the child/young person's life model positive, responsible behaviour.

Carer Involvement in Child Care/Schooling: Carers actively support child/young person to succeed in school and learning environments.

High Expectations: Carer and teachers expect and encourage the child/young person to do her/his best at school and in other activities.

Child Care/School Environment: Relationships with teachers/activity leaders & peers offer security, encouragement & nurturing that address needs/difficulties.

Activity Programmes: Child/young person participates in two or more structured community activities, hobbies, interests, clubs or societies each week.

School Boundaries: School provides clear rules/consequences for child or young person's actions.

Service to Others: Child/young person engages in opportunities to help others in the community.

INTERNAL ASSETS

Engaging in Learning Activities At School as well as Outside: Child/young person attends and achieves at school and elsewhere, and actually enjoys learning.

Positive View of Personal Future: Child/young person demonstrates a positive awareness of his/her culture/spiritual identity, finds the world interesting and enjoyable, feels that he/she has a place in it and is optimistic about the future.

Motivation to Achieve: Child/young person strives to learn & master new skills & pursue personal goals.

Homework & Learning Experiences: Child/young person usually completes/submits homework on time.

Personal Power: Child/young person expresses his or her feelings in a manner that takes account of others; and is able to have a say over things that happen in his/her own life.

Responsibility: Child/young person demonstrates awareness of physical/dental health and of what constitutes a healthy lifestyle; demonstrates age appropriate self care and accepts personal responsibility for her/his actions.

Planning and Decision-Making: Child/young person exercises positive planning, chooses from options and attempts to solve problems.

Peaceful Conflict Resolution: Child/young person seeks to resolve conflicts through compromise without physical aggression or hurtful action or language.

Recording Developmental Outcomes with Looked After Children & Young People¹

STAY SAFE:

Safety: I feel safe at home, at school and in the community

Positive Carer/Child Communication: I can talk with these carers and they listen helpfully

Family & Other Adult Relationships: I get support from other adults & feel belonging

Planning & Decision-Making: I'm making plans for the future & trying to solve problems

ENJOY & ACHIEVE:

Engaging in Learning Activities at School/Outside: I join in learning opportunities

Child Care or School Environment: My growth and development matters to somebody

Carer Involvement in Child Care or Schooling: My carers help me to succeed

Motivation to Achieve: I enjoy learning and mastering new skills

Learning Opportunities and Homework: Child/young person is consistently supported, encouraged and nurtured in their learning. For example, adults read to pre-school age child, young person completes and submits homework and learning projects on time.

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|--|--|--|--|---|----------|---|--|--|--|
| Not Assessed <small>(holiday or other good reason)</small> | | Not Achieving <small>(achieving 1 or less days per week)</small> | | Some Achieving <small>(achieving 2-3 days per week)</small> | X | Mostly Achieving <small>(achieving 4-5 days per week)</small> | | Achieving <small>(achieving 6-7 days per week)</small> | |
|--|--|--|--|---|----------|---|--|--|--|

No homework this week but YP has been told by the Course Tutor that he will need to come to school on Mondays if he is behind with his work.

BE HEALTHY:

Personal Power – I can do something about my health

Responsibility – I have to take responsibility for my own health

Carer Family Support – We provide carer family support for good health

MAKE A POSITIVE CONTRIBUTION:

Service to Others – generosity is learned through early efforts to serve others

Activity Programmes – Learn to enjoy leisure and recreation pursuits or hobbies

Peaceful Conflict Resolution – Do to others what you'd have them do to you

Positive View of Future – Yes we can!

ACHIEVE ECONOMIC WELLBEING:

Carer Family Boundaries – I know where I stand with these people & what they expect

School Boundaries – I can manage what is expected of me at school

Adult Role Models – Adults I'm with model responsible behaviour & healthy lifestyles

High Expectations – I'm encouraged to behave appropriately, face challenges & do my best

Developmental Summary: Positive observations and any concerns or worries).

Taha Tinana (Physical Growth & Development, including Health & Dental Care)

YP still waiting for his new specs from the optician. Had the eye test and is now awaiting his glasses.

Taha Hinengaro (Mental & Emotional Wellbeing) Capacity to Communicate, Think, Feel

YP has really been talking. No problems communicating now with people he knows and trusts.

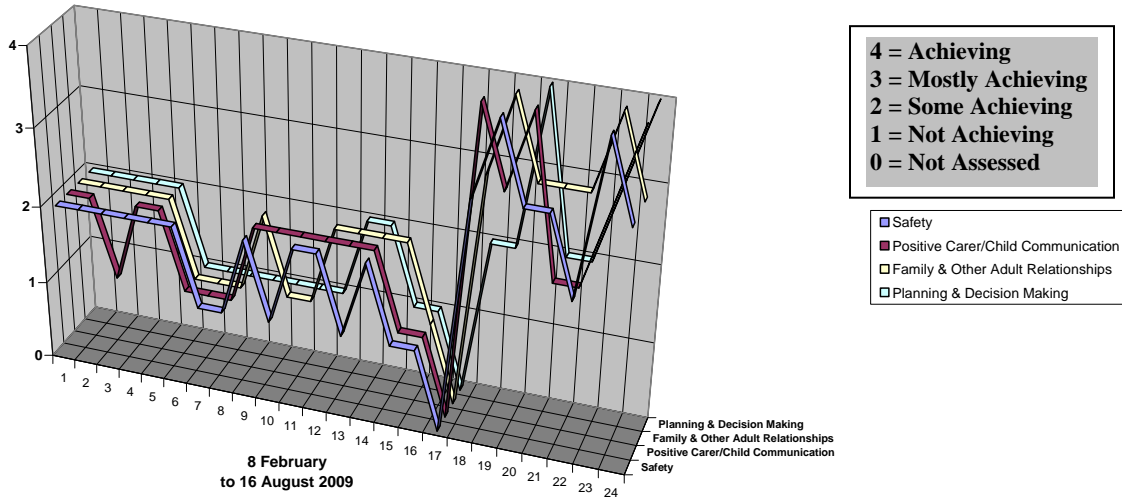
Taha Wairua (Morals, Values and a Developing Sense of Self and Purpose – child/young person sometimes thinks about what life means, and demonstrates a growing awareness of right and wrong which may include spiritual, religious and philosophical beliefs or world view.)

YP still enjoys going to church and youth nights.

Taha Whanau (Family/Extended Family) Capacity to Belong, Care and Share

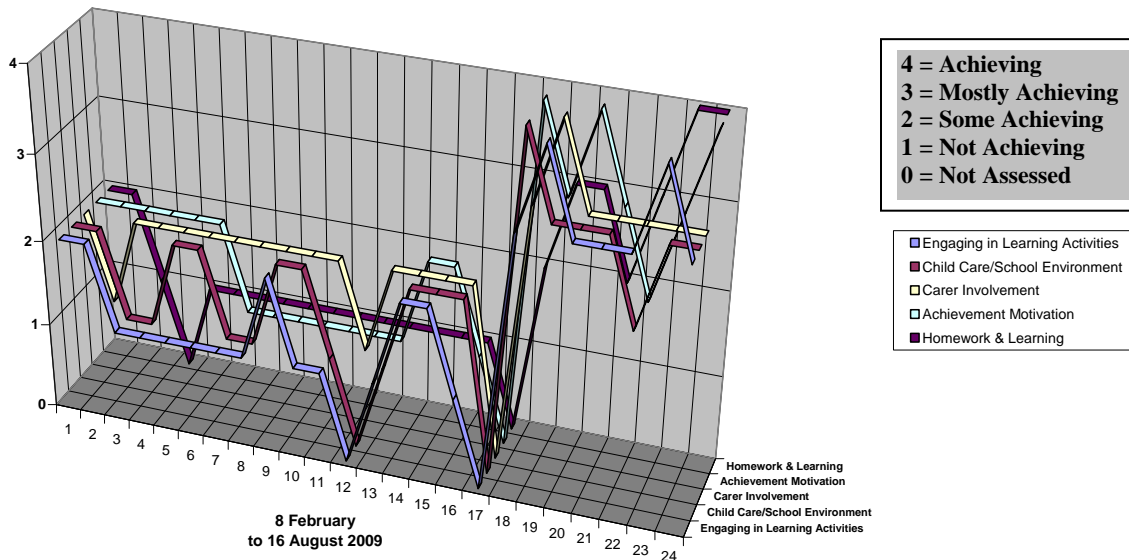
YP spoke of his brother from The Bay who's here to get away from disagreement with people (gang) there. Not sure if it's a good influence for YP but Mum wants his brother here in case of trouble.

Stay Safe



Summary of Stay Safe Outcomes: 17 out of 24 weeks with some or mostly Achieving around **Safety** and with **Family & Other Adult Relationships**; 16 out of 24 weeks Achieving with **Positive Carer/Child Communication**; and 13 out of 24 weeks Achieving with **Planning & Decision-Making**.

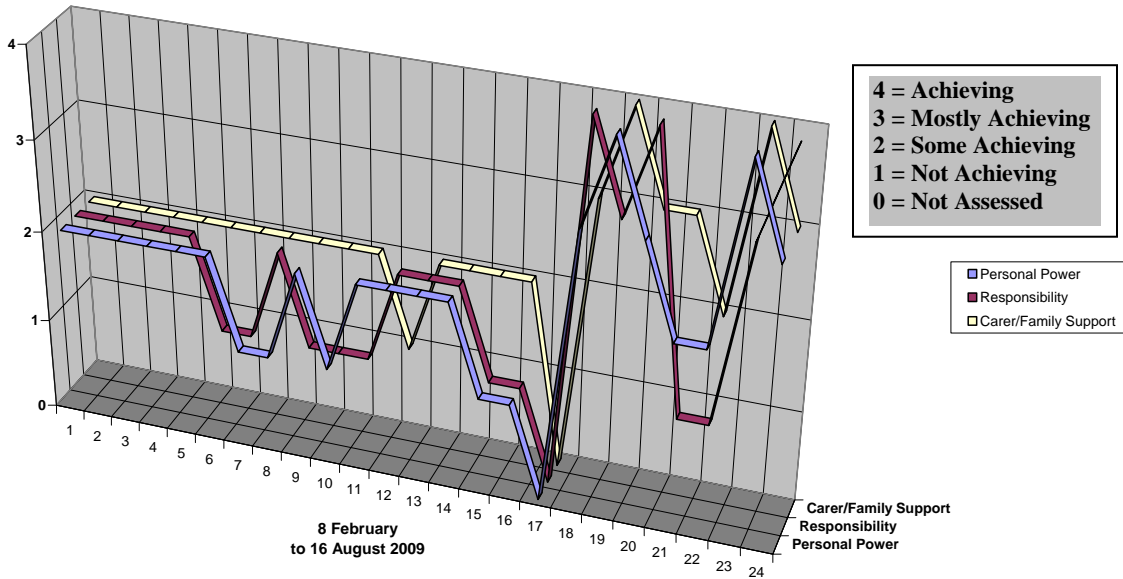
Enjoy & Achieve



Summary of Enjoy & Achieve Outcomes: 21 out of 24 weeks with some or mostly Achieving around **Carer Involvement**; 14 out of 24 weeks evidencing **Achievement Motivation**; 16 out of 24 weeks Achieving with **School Environment**; 12 out of 24 weeks Achieving **Engaging in Learning Activities**; and 7 out of 24 weeks Achieving with **Homework & Learning**.

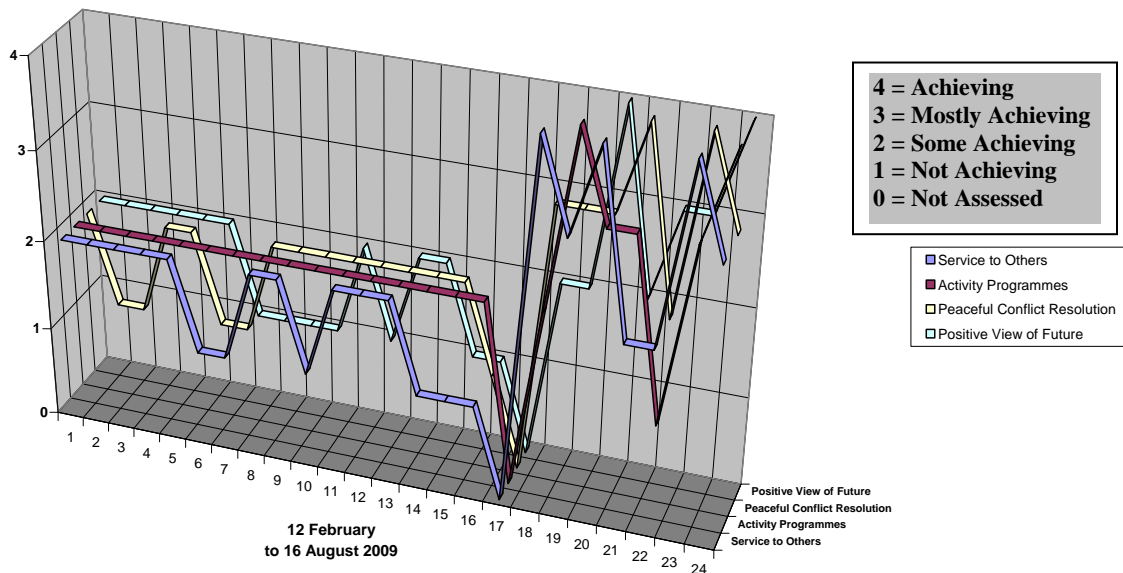
Learning Activity: Select one of the coloured trend ribbons or achievement profiles from any of the graphs. Then follow that ribbon from left to right. These achievement profiles reflect the life journey for a young person transitioning from a security-oriented youth justice residence into an intensive foster care service, living with a carefully selected and supported family of Foster Carers – adults and young people – in a *Team Parenting* environment. Identify the specific developmental outcome to which each coloured ribbon or profile refers, whether, for example, *Engaging in Learning Activities* or *Homework & Learning*. Then return to the Key Developmental Assets List (page 2 above). Locate the specific developmental outcome being monitored and reported – and with that a particular young person’s story – illuminated as a coloured ribbon illuminated for each developmental outcome. Review the Developmental Summary (page 3 above). Then return to the achievement profiles reviewed from left to right. Reflect on the question: *What accounted for, or was going on for this 17 year-old young person during the past 6-7 months?*

Be Healthy



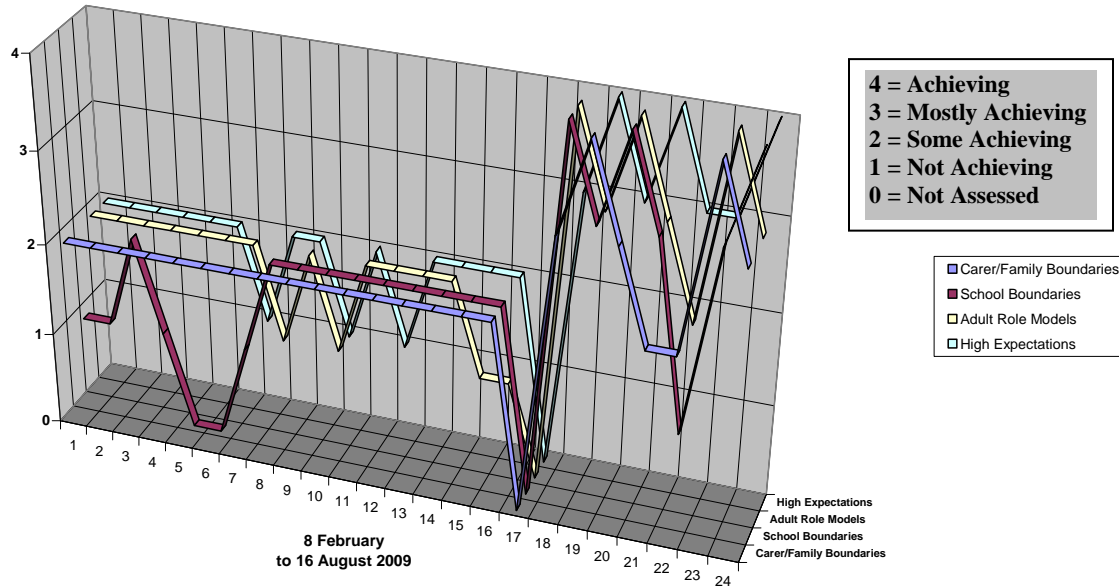
Summary: 22 out of 24 weeks with some or mostly Achieving around **Carer Family Support**; 18 out of 24 weeks evidencing Achieving with **Personal Power**; 14 out of 24 weeks evidencing Achieving with **Responsibility**.

Positive Contribution



Summary: 21 out of 24 weeks Achieving in **Activity Programmes**; 16 of 24 weeks Achieving with **Service to Others**; 16 out of 24 weeks evidencing Achieving with a **Positive View of the Future**; and 17 out of 24 weeks evidencing Achieving with **Peaceful Conflict Resolution**.

Achieve Economic Wellbeing



Summary: 23 out of 24 weeks evidencing capacity to function within **Carer Family Boundaries**; 19 out of 24 weeks evidencing engagement with **Adult Role Models**; 20 out of 24 weeks responding to **High Expectations**; and 16 out of 24 weeks recognising **School Boundaries**.

What did you see in the drawing on Page 1?

1. Did you notice the 2 tins of spray paint in this self-portrait drawn during the young person's first week in placement?
2. Did you identify the baseball cap and scarf headwear, and what that might say about how he wished to be seen?
3. Did you notice facial anonymity and hands in pockets, and consider what that might say about how he watches people?
4. What messages might this young person – the Tagger – have been communicating to his prospective carers?
5. This young man has artistic abilities that weren't developed until he enrolled in an art and design course from Week 17!

¹ The Developmental Assets® used in the *Key Developmental Assets Recording Tool* are adapted with permission, copyright © 1997, 2009 Search Institute®, 615 First Avenue NE, Minneapolis, MN 55413. All rights reserved. To learn more about Developmental Assets or view complete lists of assets, please visit www.search-institute.org. Search Institute® and Developmental Assets® are registered trademarks of Search Institute. To learn more about Developmental Assets or view complete lists of assets, visit www.search-institute.org. Search Institute® and Developmental Assets® are registered trademarks of Search Institute, Copyright © 1997, 2009 Search Institute®, 615 First Avenue NE, Minneapolis, MN 55413. All rights reserved. This recording tool is adapted from *Every Child Matters* (2005), *Getting It Right For Every Child* (2007); *Ordinary People Doing Extraordinary Things: Training, Support and Development Standards for Foster Care* (2007); *Ireland's Agenda for Children's Services* (2008); Scales, P. C. & Leffert, N. (1999) *Developmental assets: A synthesis of the scientific research on adolescent development*, Minneapolis: Search-Institute, VanderVen, K. (2008) *Promoting positive development in early childhood: Building blocks for a successful start*. New York: Springer, and Durie, M. (1998). *Whaiora: Māori health development*. Auckland: Oxford University Press; highlighting 12 External Assets and 8 Internal Assets that are monitored on a weekly basis prior to LAC (Looked After Children) Reviews, and at regular intervals thereafter, with principal carers providing behavioural evidence of each looked after child's or young person's achievements towards targeted developmental outcomes whilst in our care.