

THE BALANCED SYSTEM®



TRAINING AND DEVELOPMENT

LEADERSHIP AND MANAGEMENT

ENGAGING WITH PARENTS AND CARERS

DELIVERED BY AN INTEGRATED WORKFORCE

OUTCOMES COMMISSIONED FOR CHILDREN & FAMILIES

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THE BALANCED SYSTEM® FIVE STRANDS

CHILDREN AND YOUNG PEOPLE, THEIR PARENTS AND CARERS	 Are supported with appropriate information to make informed choices and skills to support development
ENVIRONMENTS	 Are audited, adapted and enhanced to maximise participation
WORKFORCE	 Specialist knowledge and skills are used to build capacity in the wider workforce to support across universal, targeted and specialist levels of provision
IDENTIFICATION	 Is efficient and accessible including training of others to identify and provision of pre- referral advice in community settings
INTERVENTION	 Is appropriate and timely, and may include direct or indirect, individual and group interventions delivered in a functional context



THE BALANCED SYSTEM® OUTCOME FRAMEWORK

	QUANTITY	QUALITY					
L L	LEVEL 1 INPUT	LEVEL 3 IMPLEMENTATION					
	HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?					
IJ	TRADITIONAL MEASURES OF ACTIVITY AND INPUTS	MEASURING WHETHER THE INPUTS WERE OF A HIGH OUALITY					
_	LEVEL 3 REACH	LEVEL 4 IMPACT					
	IS ANYONE BETTER OFF?	DID IT MAKE A DIFFERENCE?					
IJ	MEASURING ACCESS TO THE INPUTS DELIVERED	FOR THE INDIVIDUAL? FOR A GROUP? FOR A POPULATION					

EFFECT

After Freidman, 2005 and "Turning the Curve" (DCSF, 2008)

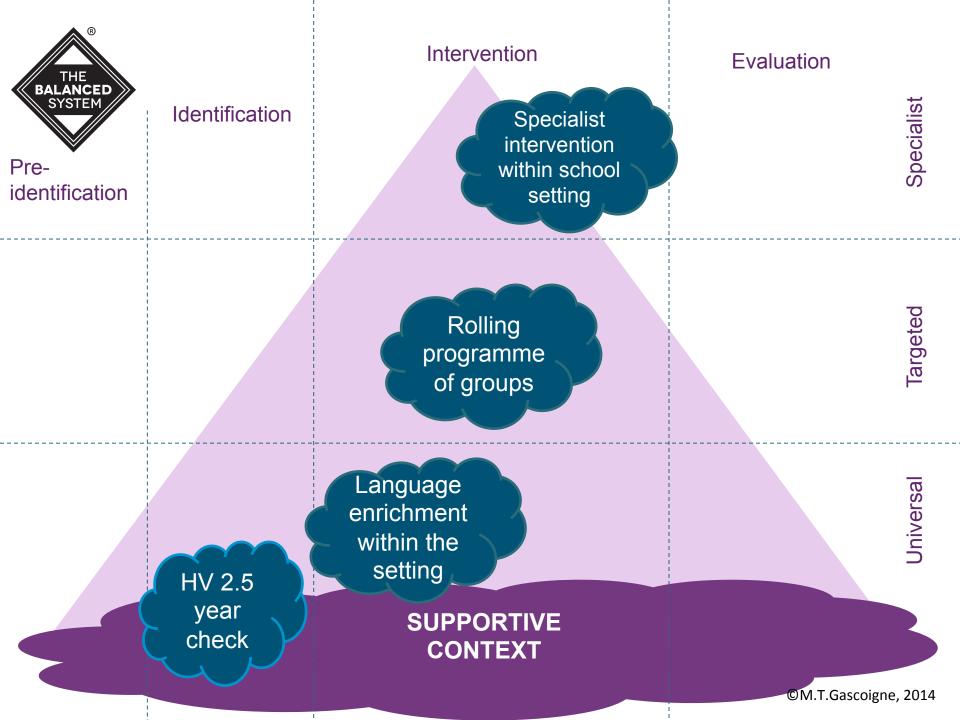
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THE BALANCED SYSTEM® INTEGRATED SOLUTION

THE LEVELS OF PROVISION	THE BALANCED SYSTEM SPECIFICATION LEVELS	OUTCOME	OUTPUT	PROCESS	OUTCOMES MEASURE	SPEECH AND LANGUAGE THERAPY	OTHER SPECIALIST WORKFORCE	WIDER WORKFORCE	PARENT / CARERS	CONTEXT
TARGETED UNIVERSAL	SUPPORTING PARENTS AND CARERS SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION IDENTIFICATION OF SLCN INTERVENTION FOR SLCN SUPPORTING PARENTS AND CARERS SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION IDENTIFICATION OF SLCN INTERVENTION FOR SLCN	THE FINAL RESULT	ELEMENTS WHICH HAVE TO BE PRODUCED	PROCESSES WHICH HAVE TO TAKE PLACE	REACH; LEVEL 3: IMPLEMENTATION; LEVEL 4: IMPACT	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY / SUPPORT REQUIRED	ETAIL FEATURES REQUIRED FOR SUCCESS
SPECIALIST	SUPPORTING PARENTS AND CARERS SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION IDENTIFICATION OF SLCN		THE TANGIBLE E	THE PROC	LEVEL 1: INPUT; LEVEL 2: F				DETAI	DETAILI

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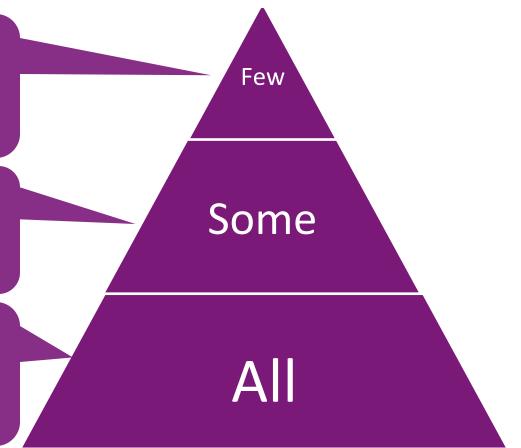


Specialist support for low incidence needs

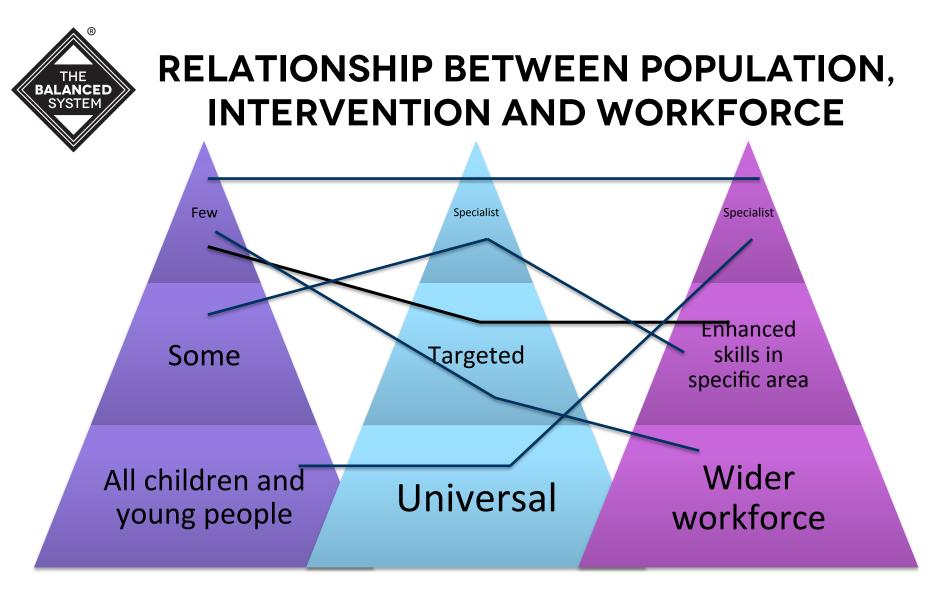
Lead the clinical area within the service. Provide specialist packages across the service. Provide ongoing support and training for less experienced therapists in given area

Able to provide additional support and advice to the link therapist. Provides some specialist intervention packages

Able to identify need and provide initial support within home, settings and/or schools. Provides the main caseload management for all children within link settings



Registered Speech and Language Therapists



Population of CYP

Intervention

Workforce

Service delivery model

Commissioning cycle

understa

Views of children, young people and their families

Evidence Base

Health and Social Care Act, 2012

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Children and Families Act, 2014

Legislative context

Code of Practice (0-25), 2014

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