



# THE BALANCED SYSTEM®





# 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





## 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
UNIVERSAL	SUPPORTING PARENTS AND CARERS	THE FINAL RESULT	THE TANGIBLE ELEMENTS WHICH HAVE TO BE PRODUCED	THE PROCESSES WHICH HAVE TO TAKE PLACE	LEVEL 1: INPUT; LEVEL 2: REACH; LEVEL 3: IMPLEMENTATION; LEVEL 4: IMPACT	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY REQUIRED	DETAIL ACTIVITY / SUPPORT REQUIRED	DETAIL FEATURES REQUIRED FOR SUCCESS
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									
TARGETED	SUPPORTING PARENTS AND CARERS									
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									
SPECIALIST	SUPPORTING PARENTS AND CARERS									
	SUPPORTING THE ENVIRONMENT TO FACILITATE COMMUNICATION									
	SUPPORTING THE WORKFORCE TO FACILITATE COMMUNICATION									
	IDENTIFICATION OF SLCN									
	INTERVENTION FOR SLCN									

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Pre-identification

Identification

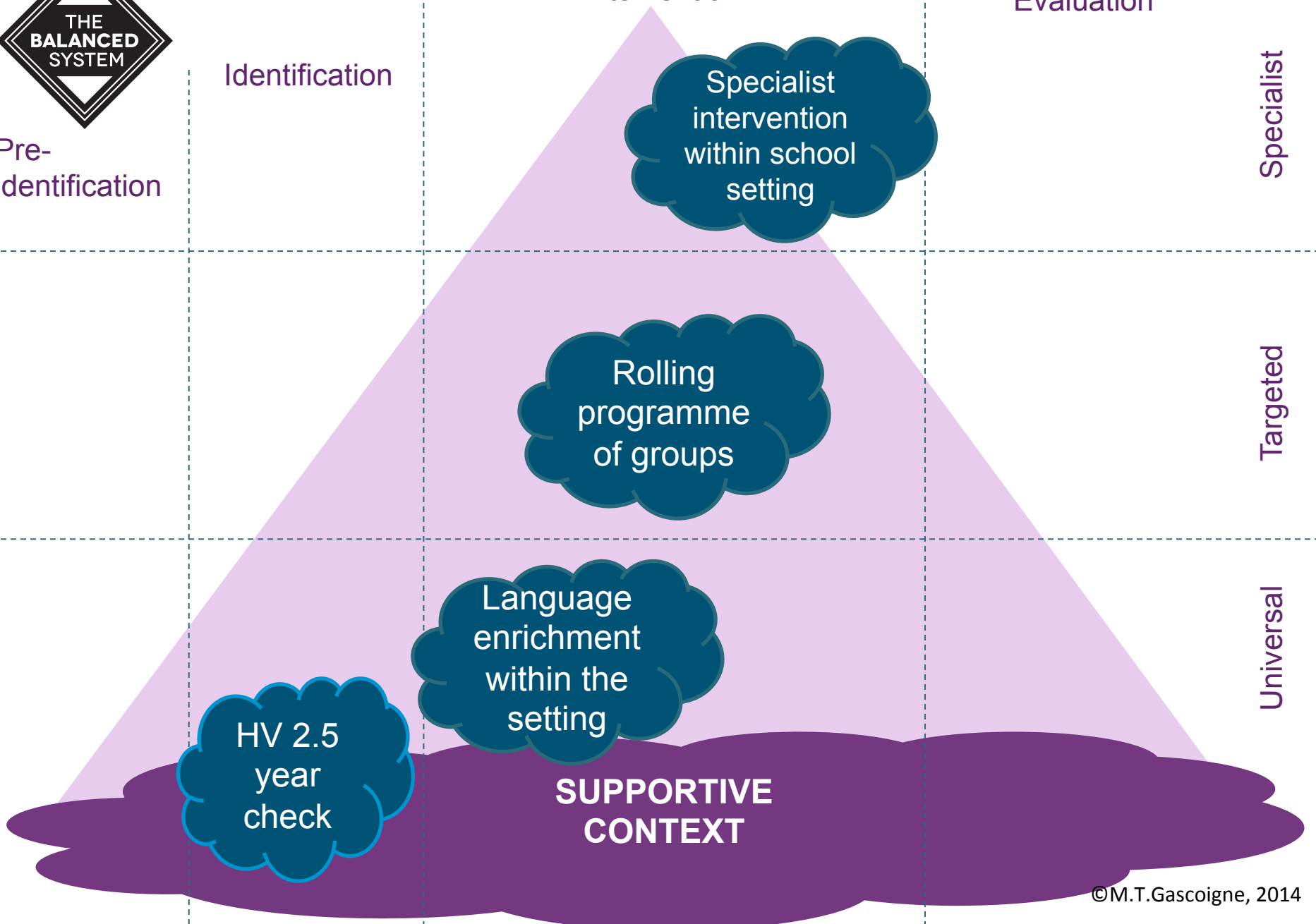
Intervention

Evaluation

Specialist

Targeted

Universal



HV 2.5  
year  
check

**SUPPORTIVE  
CONTEXT**

Specialist  
intervention  
within school  
setting

Rolling  
programme  
of groups

Language  
enrichment  
within the  
setting

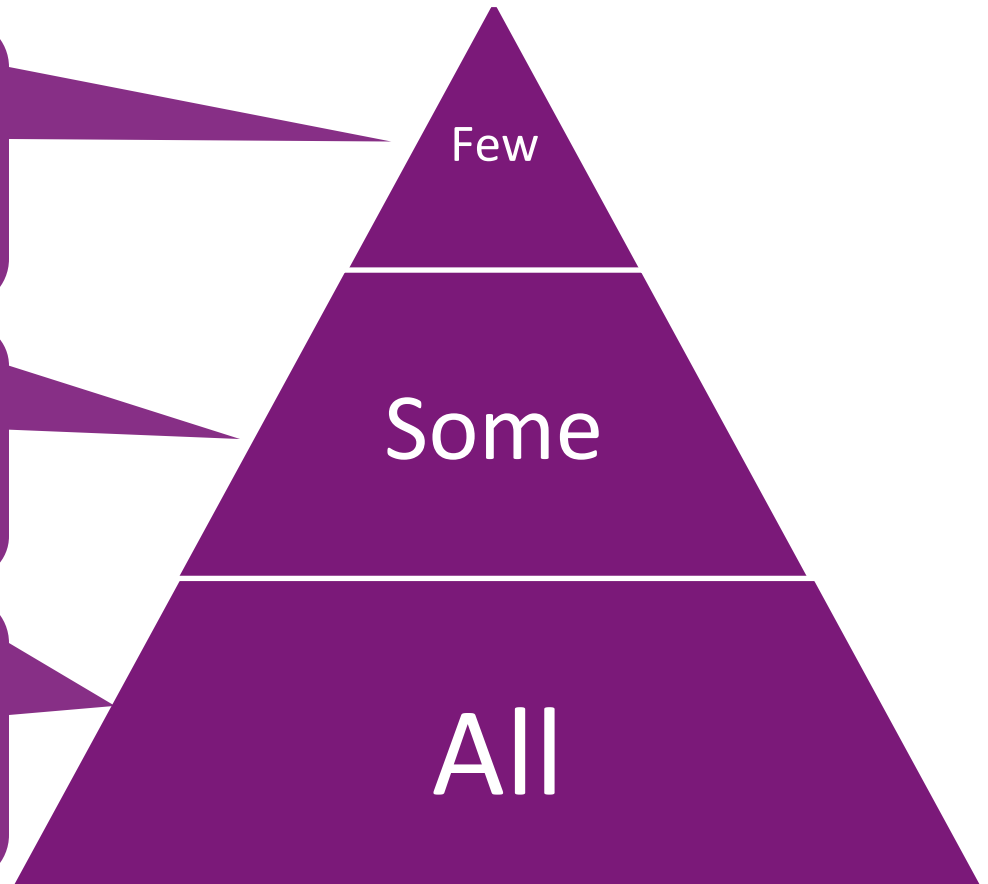


# Specialist support for low incidence needs

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



# RELATIONSHIP BETWEEN POPULATION, INTERVENTION AND WORKFORCE

