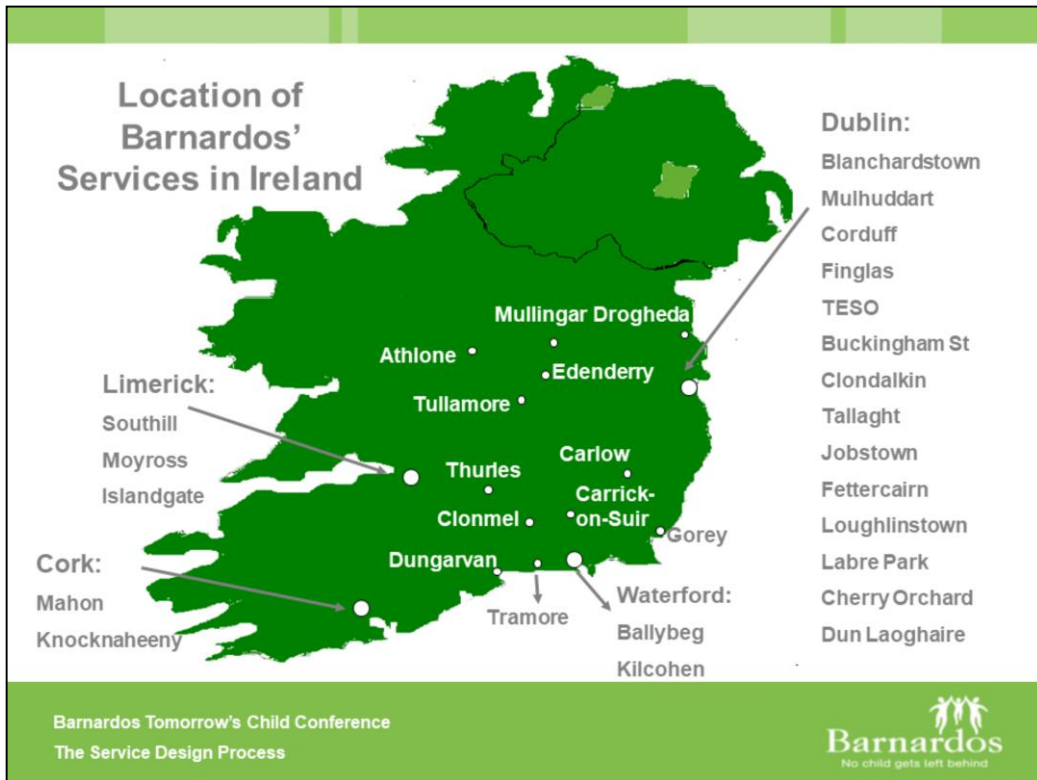


This master-class will outline the **service design process** in Barnardos that was **introduced in 2005**.

Service Design is a process in which services are developed **based on need** and **informed by research** to achieve **defined outcomes**.



We will begin by giving you some **background information on Barnardos** so you can have an idea of the **context** in which we are **introducing our service design process** -

Barnardos is a national voluntary organisation which delivers services to children and families whose well-being is under threat.

60% of our funding is statutory and 40% is voluntary. We have a **staff of 377** people plus an additional **215 volunteers**.

We have 42 Projects in 6 regions across Ireland.

In 2007 we worked with over **5,000 children and families**.

Barnardos Family Support Strategy 2006

Outcomes:

- Increased emotional well-being
- Improved capacity for learning and development

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The Service Design Process



In 2006, as part of developing our **Children's Services Family Support Strategy**, we agreed following **consultation with staff, service users and funders**, on **these two high-level outcomes** which, if achieved, would enhance the life opportunities of children who attended our services.

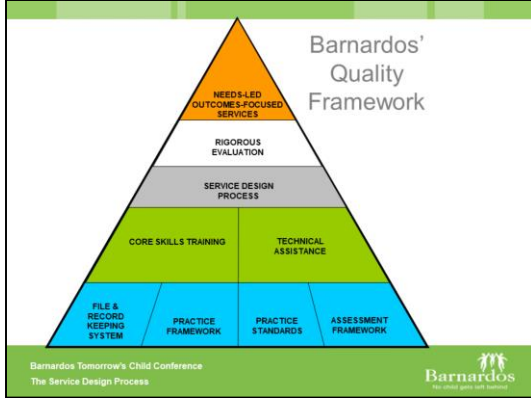
We were aware that in making a commitment to developing services that would **deliver on these outcomes**, we were beginning a period of **major change in the organisation** and that it would be a **learning process** for us all.

This change process involved -

- Introducing the service design process a key mechanism in determining the most appropriate services to provide
- Engaging in effective planning
- Developing good project management skills
- Engaging with a variety of stakeholders and
- Maintaining their interest

These stakeholders included children and families, schools, partner agencies and funders such as the HSE, **One Foundation and Atlantic Philanthropies**.

Simultaneously, we considered that a **key element of ensuring that service design** would be **effective** was to **develop a quality framework which would support practice**.



This framework aims to support staff and management in developing and delivering services which achieve positive outcomes for children.

For example, the **Barnardos Assessment Framework** provides a **standardised method of assessing children's needs**. It adopts the "**whole child**" approach and considers each of the dimensions of children's development (**behaviour, education, emotion, physical and social**). The assessment results in choosing the services which are the most appropriate to the child's needs. Staff have an option of using a **Stage 1** or **Stage 2** assessment depending on the **level and complexity of presenting need**. The framework is supported by an **assessment handbook/toolkit** and **training** and **technical assistance** is provided by the **in-house service design team**.

The primary purpose of the new files and recording keeping system, introduced in 2006, is to ensure that work with children and families is planned, reviewed and evaluated in the context of needs-led outcome-focused service provision. It provides a standardised system for the recording and storing of our work with children and families across Barnardos' Children's Services. There are two files – one for group work and one for individual/family work. Use of the files is supported by training and technical assistance from the service design team. The files also provide the child/parent with a coherent record of their contact with Barnardos and promotes transparent and accountable practice.

Barnardos' Practice Standards consists of **principles, standards and performance indicators** which underpin our key policies which are: **child protection, supervision, promoting positive behaviour**. The standards are **informed by best practice** and **establish the key components of quality services**. They provide a common understanding across the agency of the **quality of practice expected** and a **benchmark from which we can monitor and audit practice**. They also help us to identify areas for development and training.

The **service design team** have taken a lead role in the **development of the Quality Framework** and provide **training to staff** on all aspects of it. This work, together with their practice background **enabled them to build relationship across the organisation** which contributed to their effectiveness when undertaking the service design process with

staff and managers.

I will now hand you over to Siobhan who will discuss the service design journey in detail.

Needs Analysis

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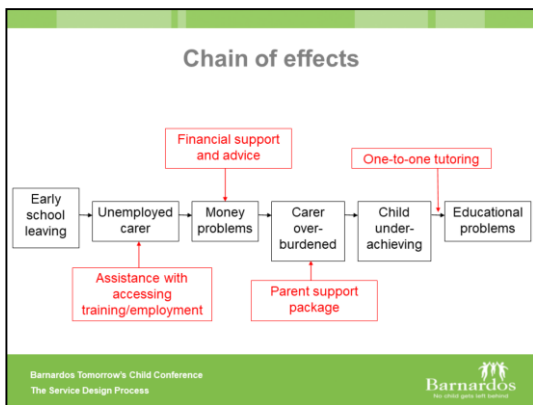


As Suzanne said our service design journey **starts with a consideration of needs.**

- In **2004** we gathered a **sample of needs** of children and families, some of who were **attending Barnardos services** (n=210) and **others** who weren't (n=600+)

- This established for us a **picture of the needs** of children and their families from which we **formulated common needs group**. This is where children are grouped together on the basis of **similarity of needs** which were identified through the research

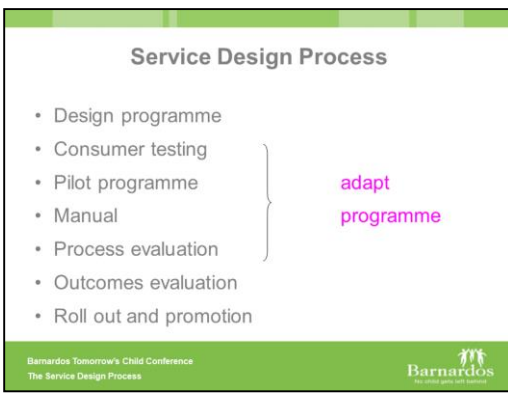
- From these needs group **further analysis** was carried out using "**chain of effects**"



Chains-of-effects are hypotheses which consider the **cause and effect element of needs**, thereby giving us an idea of **how best to intervene in order to break the cycle**

On the **slide** you can see an **example of one of our chains-of-effect**

- As you can see on this slide ESL... were all a feature in the children's lives
- We tried to assemble what came first (**i.e. the cause**) and what was the end result (**i.e. the effect**) - in this instance the end result was children experiencing problems with their education
- We then considered where you could **intervene on this chain to try to break the cycle** and prevent educational problems from occurring. As you can see in this case, one-to-one tutoring and parent support package were some of the areas identified to prevent children from having long-term problems with their education
- From the needs analysis that we carried out we assembled multiple chains which were then **tested against the research evidence** and with **experienced practitioners and managers** to ensure the **hypotheses we were making were sound**
- The **potential services** which were outlined in the chains were then considered in terms of a **fit with the ethos and outcomes of Barnardos**.
- The end result of this process was an **outline of a suite of 8 services** which were to undergo the **in-depth service design process**.



The service design process consists of many stages:

Firstly **“programme design”** – this stage involves translating the evidence into practice by reviewing literature and working out the logic model etc. This aspect of service design takes some time and I am going to talk you through this in much more detail further on in the presentation.

As we are designing the programme **we test out aspects of it or core components with key stakeholders** which include young people, staff, funders, etc. to **test the assumptions** we are making.

Following this we then **pilot the programme**. This is an **initial run** of the programme to **ensure that it works in reality** and during this pilot we **observe any changes** that are required.

After the pilot we then make **any adaptations** required to the programme and **run the programme again** whilst conducting a **process evaluation** to help us understand the **how and why of the service** – how it works and why it works

Throughout this process we make **adaptations** as necessary to any elements of programme design to **ensure that it is effective**.

An **outcomes evaluation** then happens to **evaluate the effectiveness of the programme** – is it successful in achieving the identified outcomes

Once the programme is **proven successful** (hopefully) we then **roll it out** to all suitable sites and through **active promotion** of the service we encourage other service providers to introduce it.

I will now go through the detail of the programme design elements using examples of 2 of our services.

Wizards of Words

- A paired reading programme using older volunteers to read with children age 7-9



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The Service Design Process



Wizards of Words or the Wow programme was the **first service to undergo the service design journey** in Barnardos.

WoW is aimed at achieving Barnardos high level outcome of improved learning and development

WoW is a **paired reading programme** that uses **older volunteers** to read with **children aged 7-9**.

We started designing this programme in Nov 2006. During 2007-8 we **piloted the programme in 3 schools** and **provided the service to 37 children**

WoW uses a **balanced-literacy approach** with focus on **phonological awareness, vocabulary building, comprehension and fluency**

Anecdotal evidence to date suggests programme is working:

-Improving children's reading

-Increasing confidence in classroom

Friendship Group

- Group work programme for children aged 6-9 who are experiencing difficulties with their friendships



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The Service Design Process



The second service which I'm going to tell you about is our **Friendship Group** which is aimed at achieving Barnardos' high level outcome of **increased emotional wellbeing**

- It is a **replication** of a **proven programme** developed by Dr **Karen Bierman** (Pennsylvania State University)
- It is a **22 week** group work programme for children aged **6-9 years** who are **experiencing difficulties with their friendships**
- It enables children to **understand** and **regulate** their **emotions** which **helps their behaviour** and **ultimately impacts** on their **ability** to establish **positive friendships**
- This programme has been proven to be effective in **increasing children's emotional understanding, social problem solving** and ultimately **increasing their positive peer relationships**



As you remember the first stage of the journey is analysis of the needs from which we consider the **outcomes the programme** wants to achieve and how these **connect with Barnardos' outcomes** of increased emotional well-being and learning and development that Suzanne described earlier. Once this is established it **offers clarity in terms of the focus of the programme**.

e.g. **WoW we knew wanted to improve children's reading ability so the programme content was focussed solely on what intervention we should design which would enable that to happen**

Review the evidence:

The next stage of the journey is **to complete a systematic and extensive review of the evidence** on the subject area.

- **This is probably the most crucial part of the service design process.**

- It is the stage where we **carry out in-depth analysis of all of the evidence available to us**. Evidence is available in **many forms**. In whatever area you consider there are **many different forms of "what works"** including **proven programmes and comprehensive academic research**.

- In order to complete this process well you **need to take your time doing it** to make sure that the right research is consulted and that the **correct evidence is brought forward to the next stages of programme design**.

- **Our experience to date** would suggest that **this takes several months** to complete successfully.

- In relation to **WoW** what was interesting for us is that this was a **new subject area** which was **outside of our general area of expertise**. We were new to the **whole language vs. systematic phonics debate** and as such **much more time was required** to really consider the evidence available, which meant that this part of the journey **took much longer than expected**.

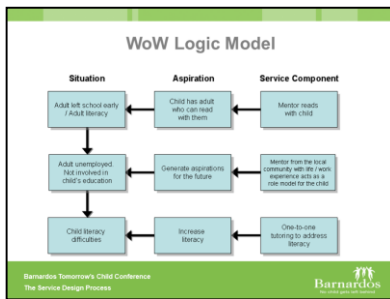
From this in-depth analysis of the evidence the key programme components start to become clear:

In **WoW** it became clear that a **balanced literacy approach** worked, so this became the **foundation of our service**

What can also happen at this stage is that you can **identify a proven programme** that **meets all of your criteria** as happened with Dr Biermans friendship group programme. Here we found a programme which was **proven successful** in achieving the outcomes we wanted to achieve and the person who created it had a particular **expertise which had a fit with our organisational remit**.

Who the programme will be provided to, and **what skills people need to run it** are also considered at this point. In **WoW** we were designing a programme for **children who had difficulties with their reading** using **volunteers** who were **not from an educational background**. This helped clarify for us the **profile of the young person** that the service would target. We were **not going to work with children** who had **significant**

developmental delay in the area of reading as this would require **specialist intervention** by a qualified educationalist. The type of child that the **WoW programme targets is any child who is 1 reading year** behind their peers.



Logic model

Services then begin to take shape by **considering the logic model** of the programme.

The logic model or theory of change is **how the programme components contribute to the achievement of the defined outcomes**

- This logic is very much informed by the evidence and is the **start of translating evidence into practice**

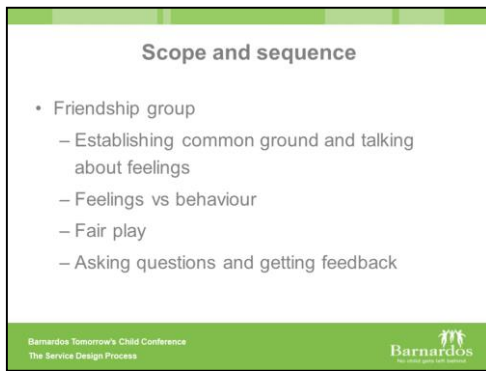
On the slide you will see our **logic model** for our **WoW** programme. Our logic model **starts** by considering the **connections in the child's situation**, in this instance it is an adult who leaves school early with literacy difficulties which affects their level of involvement in their child's education which in turn can contribute to literacy difficulties for the child.

We then move on to consider **the aspiration** or **what it is that we want to achieve through the programme**. For the child we want them to have an **adult who can read with them, aspirations for their future** and for **their literacy to increase**. These aspirations once agreed help us to define what are the service components.

In **WoW** the **components** are: **one significant adult from the local area acts as a role model for the child by reading with them regularly, stimulates their future aspirations and enjoyment of reading and ultimately helps them become proficient readers.**

With regard to the friendship group our logic is that **by helping children to understand and regulate their emotions, this helps them in social interactions with peers which improves their ability to make and maintain friendships**

This discipline of working out the logic of all of the programme components really helps us to stop and think, why are we doing this? Our natural instinct is to add more because we think it might help. An example of this related to both the friendship group and WoW, where we were considering **adding in a family support component to work with parents** (due to our agency remit and ethos) but we returned to the outcomes that we wanted to achieve to improve children's peer relationships/children's reading levels – whilst issues at home no doubt affect children's emotional/educational outcomes you can **improve children's peer relationships / reading levels in isolation of family issues which indeed in its own right can act as a protective factor in some children's lives**



Scope and sequence

The next stage is to work out the scope and sequence of the programme by **detailing all of its components and the order in which they occur**

- In friendship group there is a very clearly thought through scope and sequence to the programme. Firstly we teach children **how to understand and name their emotions before we try to help them manage them.**
 - The programme starts by helping **children to establish a common ground** by enabling them to **participate** and **see the benefit of good teamwork**. As this **group solidarity** is being established children **learn to recognise and talk about their feelings.**
 - The **next stage** is where children are helped to **understand the difference between feelings and behaviour**. In this, children think about **how to make choices about how they behave when they're mad** and how to **share with others**
 - The third stage is about **fair play**, which includes **taking turns and not teasing**. Also part of this is helping children to **negotiate with each other and make a deal.**
 - The **final stage** is to help children to understand how to **manage conflict**, to **ask questions and to give feedback whilst understanding interpersonal cues and avoiding put-downs**. In the final unit children are provided with **many opportunities to practice the skills** which they have learnt throughout the programme. The reason for this is to ensure that the skills are **integrated.**
- In WoW – **the guided reading approach of pre-reading, reading and follow-up activities provides us with the foundation** for the sequence of the tutoring sessions.

For the purpose of this presentation today I have broken the stages of the service design journey down, but it is important to note that it is not a linear process and in order to achieve some of the latter stages (e.g. scope and sequence) you need to return to earlier (e.g. reviewing the evidence)

Now I'm going to show you one of our programmes in action. This is a video of WoW which shows the one to one tutoring happening with one child. It also shares the experiences of a school principal, volunteer and a project leader.



Once the service is designed we then set about arranging a **pilot** to try out the programme in the real world. This pilot frees up staff to give it a try with us to see how it works.

- In the case of WoW we identified **3 schools (one of which you saw on the video) who would partner with us to pilot the programme**
- In Friendship **3** of our family support centres worked with us in piloting **11 weeks of the 22 week** programme

During the pilot a **lot of analysis** took place in relation to **programme delivery**:

- **Was the programme design working?**
- **Was there something we should amend/remove/add in?**
- in Wow for example this stage involved **consideration of the timing of the session** – experience proved that it was better for children to leave the tutoring session and go on lunch/little break rather than return to the classroom

What became clear to us during this stage was the need to adapt situational aspects of the programme whilst remaining true to the evidence-based logic model

- **When and where the sessions took place** could all be adapted, depending on the school environment but the **content could not**
- In **friendship** some **needs were emerging** for the children (e.g. **hygiene**) where staff wanted to add in a **programme component to address this**. Through discussion we realised that if a child's hygiene was such a difficulty for them that it was **impacting on their friendships**, this would need to be **addressed with them individually**. The **logic** of the Friendship Group is to provide children with a **safe space to practice their friendship making skills**.

During this piloting period **all aspects of programme implementation were considered and documented in manuals**

We are devising a **number of manuals for all of the different participants some of which are:**

- 1. Practitioner's manual** outlines all of the detail staff and volunteers will need to know in order to be able to run the programme effectively and efficiently
- 2. Managers manual** which provides guidance on all areas of managing and monitoring and quality of programme delivery

In **WoW** we are now at a stage where it **has been piloted and two of its manuals have been developed**. We are **currently expanding** and by 2009 we will be running the programme in **8 schools**. We will start a **process evaluation** this year and will carry out **rigorous evaluation** in 2009 to ensure it is effective in achieving outcomes.

Evaluation is a key aspect of the SD process as it provides us with the **evidence that the programme is working and why**, in order that we can **share this learning with others**.

In Friendship Group we are now running a **formal pilot in 7 of our centres** and are going to conduct a process evaluation this year. We will be commissioning a **rigorous evaluation** in 2009. I'm now going to show you a clip from the Friendship Group.

Now going to hand you over to Suzanne who is going to take you through integrating the service design approach.

Integrating the Service Design Approach

- Active involvement
- Support and technical assistance

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The Service Design Process



Siobhan has discussed WoW and Friendship Group which are **2 of a total of 8 service designs** Barnardos is introducing in the organisation. The **other 6 services are a combination of early years, work with parents, individual work with children and some group work programmes.**

The active involvement of staff in service design decisions through the establishing of service design groups, ensures that the service design benefits from the experience and expertise of staff and also secures buy-in for decisions that need to be made, particularly in terms of retaining fidelity to the model.

In our experience staff will always, to different degrees, want to make some changes to a defined programme. Debate and discussion and understanding of the logic model are **crucial to preventing the divergence.** For example, with the **WoW programme**, we were surprised at the **resistance** that came **internally** to sticking to **volunteers being over 55 years** which is a key aspect of the logic model and theory of change. Objections were raised in terms of discriminating against younger people and older people possibly not being healthy enough to give us the commitment we needed. With the **support of our best Practice Advisory Committee** we stuck to the logic inherent in using the older volunteers and the demonstration pilots in 3 schools in Dublin have gone very well. All of the 17 volunteers recruited to the Dublin schools have remained on the programme.

With the **Friendship Group**, a good example of an aspect of the programme which staff thought would need to change was the **Compliment Circle.** Staff thought that children in Ireland would not like the Compliment Circle which **happens at the end of each session in which children are encouraged to give each other compliments.** The **children loved the Compliment Circle** and what we think was happening here was that Irish adults can have difficulty in giving and receiving compliments which I'm glad to say doesn't seem to have passed on to the younger generation! At the end of the demonstration pilot it was agreed with staff that there was no need to change the programme details. You will now see a video clip of the Friendship Group. In this clip you will notice Aaron and other children taking part in a compliment circle. What you will notice is that Aaron is very active and has real difficulty being still. However, he participates well when giving compliments. You will notice how staff ignore Aaron's liveliness because it is not impacting on their ability to do the work with the rest of the children and how they also encourage more positive behaviour in Aaron.

As you can see we have great staff! It is also important that staff are given the opportunity to meet directly with experts in the field rather than this knowledge always being mediated

through the service design team. This gives staff a sense of their importance as front line practitioners. Therefore staff have received direct training from Karen Bierman which they have really valued. At a recent presentation given by staff to an external audience it was great to hear the ownership staff had of the friendship programme and their quoting the benefits of the external technical assistance.



Effective service design takes time. Those of us leading the process need to be emotionally resilient to manage the pressure that comes from stakeholders within and outside of the organisation that it can be done quicker or slower depending on their perspective. Initially while still in the early stages of our own learning, we needed to manage the expectations of others. In this context, the support of our BPAC and our external technical experts were invaluable to increasing our knowledge and therefore our confidence in explaining ourselves to a variety of stakeholders.

However, while it is important that unacceptable deadlines don't dominate, we have found using a project management approach which outlines timeframes very valuable. It makes us reflect on whether our suggested divergence is necessary i.e. in the case of a need to plan for WoW in the context of a school timetable or whether a request to delay is a reflection of ambivalence towards that aspect of the work which then needs to be worked through.

Introducing service design in Barnardos has begun a **continuous change management programme** which will last for several years. It is important to distinguish people's role in managing change, in particular the SDDT role and that of managers. We are clear that while the service design teams role is technical assistance and that they have a responsibility regarding **ensuring fidelity to the service design, responsibility and authority** in terms of ensuring implementation fidelity is a line management function.

This is a subtle and important difference. For example, in our Friendship Group one key mechanism for ensuring fidelity has been the coaching the service design team have provided in relation to the video sessions which are played back and discussed with staff. In the event of a staff member not responding positively to the coaching sessions or showing a reluctance to make suggested changes based on fidelity to the model, it is the coaches role to let the staff member know that this will need to be discussed and taken up by the staff member with their line manager. The manager will know the staff member well and can give them the space to work through the frustration, ambivalence and anger involved in letting go of familiar and recognising the value of new.



We are pleased with the progress we have made. However, we still anticipate a range of challenges internally and externally going forward – particularly as we continue to change the core of what Barnardos does and roll out the next 6 service designs. For example, recently the service design team undertook some work with a service and it became clear that while **staff were willing and interested in service design in theory, in practice they only wanted to consider evidence which supported existing practice.** When we spoke to people in the States who had experience of implementing service design within an existing organisation, they advised us that it would be difficult to do so with **experienced, long-standing members of staff** who in their experience would be **resistant to changing existing practice.**

We have found that what distinguishes staff willingness to engage in the service design process is **not the length of their experience** per say but the extent to which they have the **humility and courage** to accept that some of what they have been doing is not supported by evidence and practice needs to change. An ability to do so varies between both staff and managers and depends on their **personality**, their **history of learning & development** and their **openness to change**. Supervision between staff and managers at all levels is the mechanism by which we explore these differences. The supervisory relationship provides an opportunity to explore the emotional reaction to change i.e. what supports and what block the change process. We also work on change at a group level through the service design groups referred to earlier, through team meetings and Children's Services management meetings.

In conclusion, those of us leading the service design change management process in Barnardos are optimistic about the future. We feel ready to work through the range of challenges that will continue to develop in relation to the implementation of the service design process because of the **strength of our team** and the **open, trusting, supportive relationships** we have developed. It goes without saying that we have **our differences**, however **what we share is a common wish to ensure that child and families in need have services that will make a positive difference in their lives.**