

## **KEY WORKER SUPPORT SERVICES**

# **OUTCOMES MANAGEMENT REPORT 2017 - 2018**



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The KWSS Program receives funding from the BC Ministry of Children and Family Development  
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## Program Description

### Eligibility:

- Children living in Burnaby aged birth – 18.99 years old (and their families/caregivers) who have a confirmed or probable diagnosis of NAS/FASD or other complex developmental and behavioural conditions that greatly affects their day-to-day life.

### The Key Worker services offered:

- Parent/Caregiver training, education, and networking opportunities
- Strategy and Skill building groups for children/youth
- Telephone consultation with Key Worker as required
- Education/Training workshops for school personnel and community partners
- Information and referral to other services and resources
- Family-Together Nights
- Program newsletter featuring relevant resources and materials

### Program Goals:

- To maintain and enhance the stability of families who have a child with NAS/FASD/CDDB
- To decrease frustration and increase success of children with NAS/FASD/CDDB
- To ensure families have an ongoing network of support.
- To increase knowledge of parents and professionals about brain-based disorders.

### Program Highlights:

- Hosted an interactive/educational awareness event for Centre staff on the importance of being “that caring adult” in the life of a child/youth to celebrate Child & Youth Mental Health Day 2017.
- Presented a workshop for UBC School of Social Work students on: “Social Work with Young People Who Have Been Prenatally Exposed.”
- Youth requested to learn more about how their brain worked and how to explain this to their friends. The program provided a series of 1:1 sessions for youth to help them better understand “how my brain works”, thus facilitating enhanced peer relations and increased community participation, and resulted in better communication, enhanced peer relationships, greater self-confidence, and more comfort in participating in community.
- Started a new group for pre-teen/teen girls focussing on: exploring thoughts about “myself.” Topics included interests and differences; enhancing social skills; and, building interpersonal relationships.
- 4 Program youth volunteered at *Dining for Dreams 2017*.

**Status Report**  
**2017 - 2018 Performance Improvement Plan**

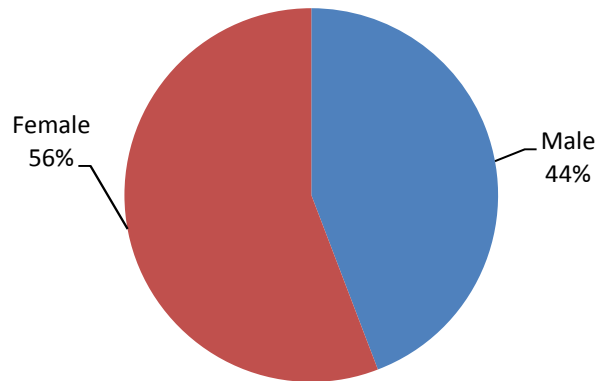
Targeted goals/Areas for Improvement	Action Plan	Update
Identify and facilitate key transitions for youth.	<ul style="list-style-type: none"> <li>• Create generic and customized resource packages for transitioning clients aging out into adult services, e.g. YMCA Employment program, Dress for Success, OPPS, DB2, mental health resources, Cameray’s services, PSI funding, Work BC</li> </ul>	<p><b>Complete and Ongoing:</b> Customized Packages were compiled for each transitioning youth depending on what would best support them. Program will continue to offer this service to youth transitioning from the program.</p>
Increase parent/caregiver confidence and skills in managing and advocating for their child’s needs at home, school and in community.	<ul style="list-style-type: none"> <li>• Provide parent and youth education opportunities throughout the year to increase knowledge about their rights and responsibilities, particularly regarding concerns and barriers their son/daughter might encounter.</li> <li>• Offer concurrent learning opportunities for parent/caregivers and youth aged 13+ to help build their capacity and confidence to manage and problem solve for challenging external situations.</li> </ul>	<p><b>Complete and Ongoing:</b> Groups were offered for parents and youth to attend together. Additional information was provided via newsletters along with upcoming events and training opportunities in the community that were available to parents.</p>
Expand opportunities for continuous feedback from all stakeholders throughout the year to ensure continued quality improvement of the program.	<ul style="list-style-type: none"> <li>• Develop an efficient system to obtain regular feedback during consultations with consumers, stakeholders; service providers and referring agencies.</li> <li>• Solicit feedback from the schools in Burnaby that are reaching out to the program for support and consultation to manage their new students with FASD for the first time.</li> </ul>	<p><b>Complete and Ongoing:</b> All schools actively involved with the program received a “Request for Feedback” survey to comment on what works and what wasn’t working, etc. . This survey will be repeated annually.</p>

### Demographics & Outputs

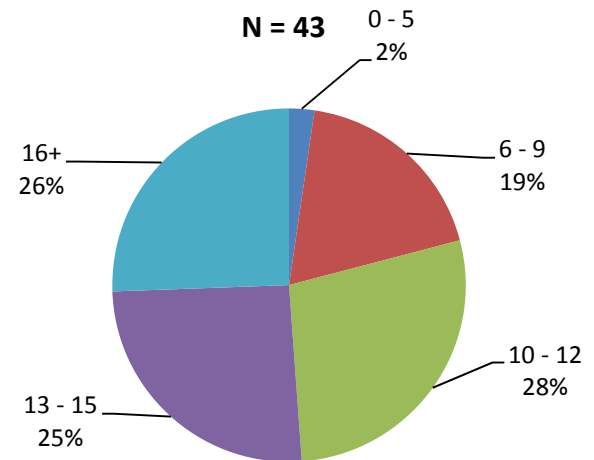
	2017-18	2016-17
Active clients in 2017 – 2018	43	45
New intakes in 2017 - 2018	7	6
Number discharged from Program	8	10
Program inquiries/consultations	20	14

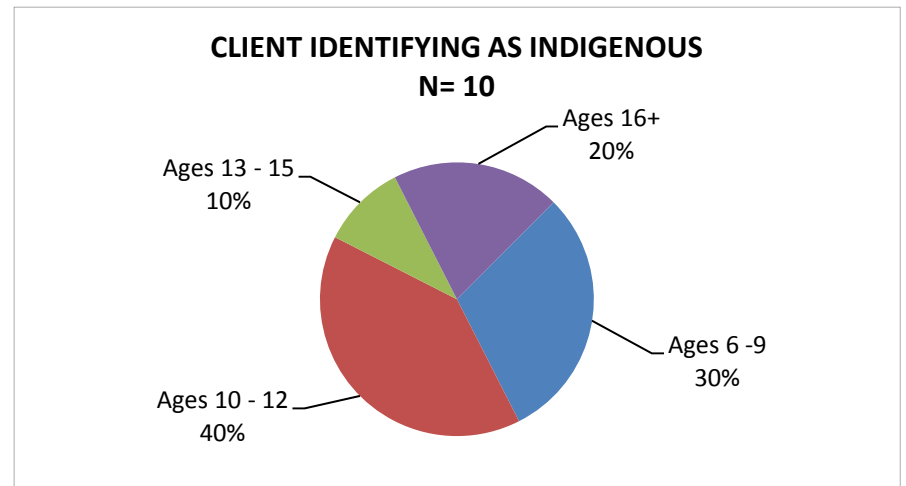
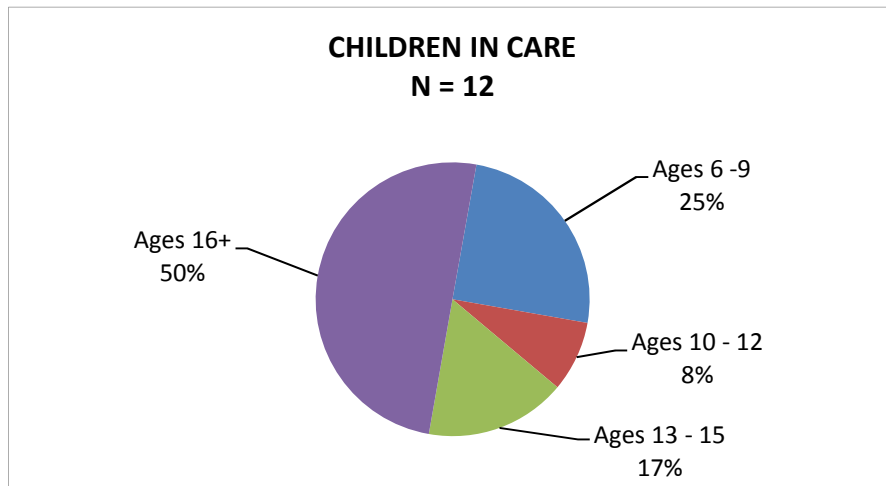
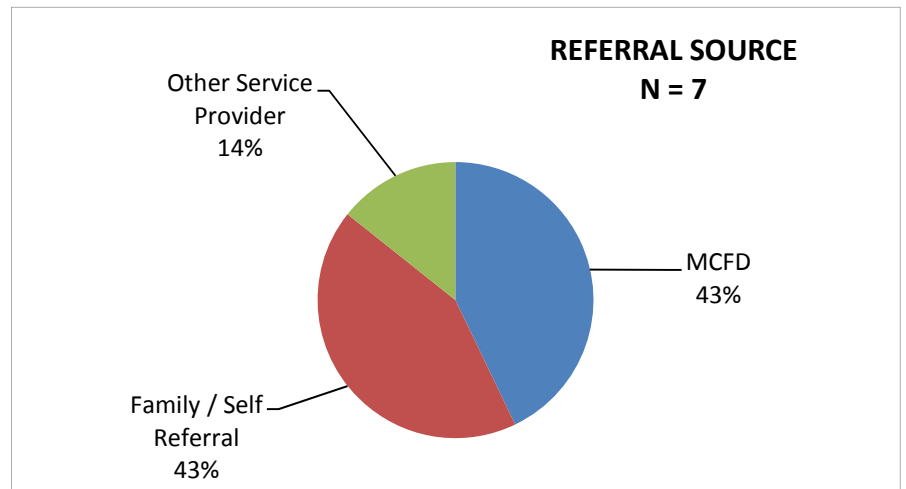
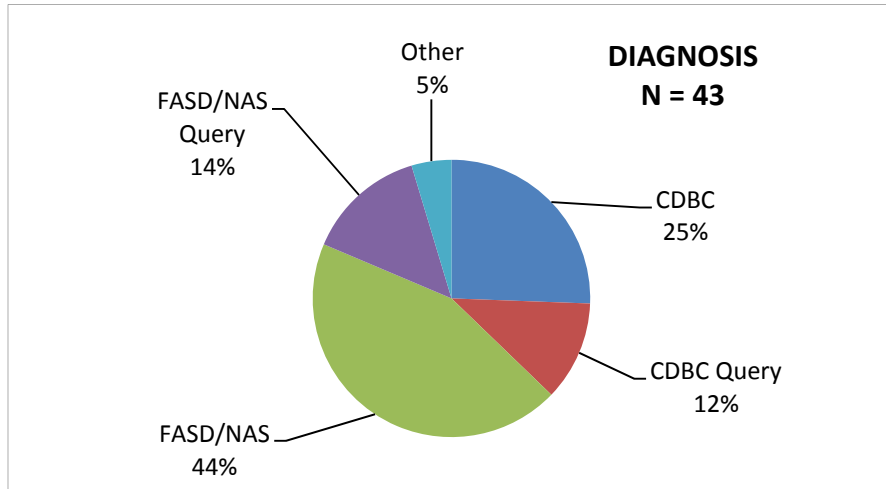
Direct services delivered:	2017-18	2016-17
Total hours of family/client intervention (excluding groups)	803.27 hrs.	640.25 hrs.
<b>Groups:</b>		
Total # sessions of groups/workshops	37	59
# Hours	142.0	358.0
Total # participants in groups/workshops (412 children/youth/parents +33 community partners=445)	445	576

**GENDER**  
N = 43



**AGE**  
N = 43





## Program Outcomes

### 1. Access to Services

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
<b>Families and children can readily access services.</b>	% of respondents who indicate that parent and child group services were delivered at locations that were convenient for the child and family.	Online Agency survey; parent/caregiver survey	75%	<b>95%</b> (73/77)	84% (76/90)

#### Analysis – Access to Services:

Services were offered in a range of settings including Burnaby community facilities, BC Centre for Ability and school settings with most group sessions occurring in community locations. Overall, families did not express concerns about the location of events; rather, participation in programming was high and families expressed appreciation for the opportunities to meet with other families and do activities that they would not have experienced on their own.

### 2. Effectiveness

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
<b>Families gain knowledge and skills in supporting their child with complex needs.</b>	% of families that report an increased understanding of their child’s condition, needs and development. *	Self-report on parent/caregiver evaluations	80%	<b>100%</b> (30/30)	85% (35/41)
	% of families that report that education/support has taught them new skills/strategies to manage child’s condition and strengthen family relationships.*	Self-report on parent/caregiver evaluations		<b>93%</b> (27/29)	89% (41/46)
<b>Families had opportunity to develop ongoing network of support.</b>	Parents & youth report being able to network and share experiences with others.*	Self-report on parent/caregiver evaluations	80% <b>Need n count</b>	<b>85%</b> (94/110)	89% (121/136)

\* Positive responses of 3 or 4 on a 4-point Likert scale

## 2. Effectiveness (cont')

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
<b>Children and youth demonstrate learned social emotional skills and strategies.</b>	Individual sessions demonstrated that children/ youth have learned to:** a. manage their emotions; b. successfully practice problem solving in dilemmas they encounter.	Sessional Evaluations	80%	<b>a. 90%</b> (125/139) <b>b. 82%</b> (83/101)	Not reported
<b>Community Partners increase their knowledge of supporting children with brain- based disorders/ invisible disabilities.</b>	% of workshop participants who indicate they have gained relevant new information regarding supporting children with complex behaviours*	Workshop Evaluations	80%	<b>91%</b> (42/46)	97% (31/32)
<b>Community Partners have an increased capacity to support children with complex behaviours.</b>	% of workshop participants who indicate they have gained at least one new idea/skill that they can apply in their work setting*	Workshop Evaluations	80%	<b>98%</b> (46/47)	100% (32/32)

\* Positive responses of 3 or 4 on a 4-point Likert scale

\*\* Response of achieved, better than expected or excelled on the Goal Attainment Scale.

### Analysis - Effectiveness:

This year, all effectiveness targets were exceeded; positive results in all areas do not indicate remedial action. The program staff will continue to focus on providing services to children, youth and families in the program to ensure they are gaining knowledge and skills, and have opportunities for networking; and on providing services that increase the capacity of community partners to support children and youth with brain based disorders.

## 3. Efficiency

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
<b>Program staff spend the majority of their daily work in client related activities.</b>	The program delivers 100% of contracted service units for the delivery of client related services	ECR daily stats	1427 hours	<b>85%</b> (1217/1427 hr)	81% (1156/1427 hr)



Analysis - Efficiency:

The program will continue to work with families to ensure they are actively involved and satisfied with the services delivered. This analysis doesn't make sense with the data. Need to add some comments on why program didn't deliver contracted hours, but did increase from 2016/17.

4. Satisfaction

Outcomes	Indicators	Source of Measurement	Target Level	Achieved Outcome	
				2017/18	2016/17
<b>Families are satisfied with the services received from the Program.</b>	% of families who report they were involved in developing the goals for their child - through the use of Individual Service Plans (ISP), Goal Attainment Scales (GAS) and Assessment of Lagging Skills and Unsolved Problems (ALSUP).*	Online Agency survey	75%	<b>97%</b> (28/29)	77% (27/35)
	% of families who report they are satisfied with the quality of services provided by the Program.*	Recurring Workshop evaluations and Self-report; online agency family survey	75%	<b>94%</b> (137/146)	93% (183/197)
<b>Community Partners are satisfied with the services provided by the Program (school staff, MCFD Social Workers, community agencies, referral sources).</b>	% of community partners who report they are satisfied with the services and training received from the Program.	Online Survey/ Workshop Evaluation	75%	<b>98%</b> 41/42	97% (31/32)

\* Positive response of 3 or 4 on a 4 point Likert scale

Analysis – Satisfaction:

This year, all satisfaction targets were exceeded; positive results in all areas do not indicate remedial action. The program will continue to work with families and community partners to ensure they are actively involved and satisfied with the services delivered.

### FASD 2018 - 2019 Performance Improvement Plan

Targeted goals/Areas for Improvement	Action Plan	Time line
Promote parent/caregiver resilience in caring for children/youth with complex needs.	<ul style="list-style-type: none"> <li>• Provide direct support to parents/ caregivers with activities and events on self-care and related topics.</li> <li>• create applicable resources to share with parents and caregivers</li> <li>• upload resources onto the website</li> </ul>	<p>Nov 2018</p> <p>Jan 2019</p> <p>March 2019</p>
Ensure that the Program continues its solid and collaborative working relationship with the Burnaby School District as new personnel are hired in 2018-2019.	<ul style="list-style-type: none"> <li>• Focus on building and developing a close relationship with the new District person:</li> <li>• Facilitate a “Meet and Greet” early in the upcoming school year to discuss the Program, role of Key Worker, etc.</li> <li>• Engage in regular discussion and consultation within the Burnaby District to ensure that schools have the resources they need to support those children/youth with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2018</li> <li>• Autumn 2018</li> <li>• School year, ongoing</li> </ul>
Enhance the intake process – Bring families together to engage them in networking and Psychosocial educational opportunities	<ul style="list-style-type: none"> <li>• Pilot orientation/information sessions for new families joining the Program to go over types of services and intervention provided through the program, parents’ rights and responsibilities, and to facilitate opportunities for parent/caregiver networking.</li> <li>• Send out info notices Nov 2018 for all families regarding psychoeducational sessions commencing in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• Jan 2019</li> </ul>

A status report on completion of the 2018 / 2019 Performance Improvement Plan will be included in the 2018 /2019 Outcomes Management Report