

SMART Objectives and Action Planning

Local Integrated Assessment and Planning (LIAP)

Aims of the Session

1. To increase participants' knowledge of SMART objectives.
2. To increase participants' confidence in identifying SMART objectives and integrating these into an agreed action plan.
3. To allow participants an opportunity for questions.

Measure of Confidence (1)

Please complete the Measure of Confidence (1)

Exercise 1

What does SMART stand for?

In groups of 2, discuss what you feel each letter represents?

SMART

S

Specific

M

Measurable

A

Achievable

R

Relevant

T

Time bound

What do we want to achieve? (SMART objectives)

Record objectives which can be monitored by

- observation (i.e. no longer appearing 'unkempt', better dental health etc)
- quantitative indicators (i.e % increase in attendance / number of appointments kept etc)
- qualitative indicators (reported increase in self confidence/ happiness etc)
- written progress (increase in academic attainment)
- self reporting (views of child/parent/carer)

S = Specific

What exactly are we going to do, with/for whom?

- use 'strong' verbs which imply action, not infinitives such as 'to know', 'to understand', 'to enjoy'
- detailed, not general, outcomes
- clarity for all involved in an action plan
- direct in communication
- 'name' issues, actions, i. e. behaviours Team wants to see more of and those Team wants to stop

Example:

Not 'John will stop disrupting the class'

But 'John will raise his hand when he wants to ask a question'

M = Measurable

- what does success look like?
- how will we know we have made a difference?
- how much of a difference have we made?
- what methods of measurement will we use?
- what will have changed?
- 'hard' and 'soft' indicators – i.e. hard = number of sessions attended; 'soft' = feeling more confident

Examples:

Realtime Evaluation; Scaling; Questionnaires; Boxall Profile

A = Achievable

Can we realistically get this done in the timeframe/with existing or new resources/with the existing capacity for change?

- Team agreement re change
- Small steps, individually assessed
- A stepped change
- Every Team member is aware of their part in making the action plan work
- Accountability

R = Relevant

Will this objective lead to the desired results?

Relevant and proportionate

- to the need
- to the risks
- to the issues

identified in the assessment

It must be something towards which the Team is *willing* and *able* to work towards.

Time bound

- by when do we want to achieve each change?
- specific deadlines for each stage
- linked to review of progress (not necessarily meeting)

Example:

Not stating 'ongoing'

But 'in 2 weeks', 'by end December'

Exercise 2

Is it SMART?

In groups of 2, look at the following statements.
Are they SMART? If yes, 'tick'.

If 'no', re-word the statement to make it SMART.

Benefits of being SMART

- solution oriented
- centred on, and evidenced by, holistic assessment
- clarity for all
- actions planned are focussed
- provides accountability
- shared language and understanding
- the difference a plan makes can be clearly evidenced
- the Team can learn from what works and what doesn't and review accordingly
- analysis of effective ways of working (implications for future resources)

Action Plan

Exercise 3:

Example enclosed (blank).

In groups of 3, complete each section using the information in the enclosed scenario.

What is the issue/concern?

- be specific
- name *exactly* what the Team sees as problematic
- don't use generic language/agency specific language/emotive language
- check out that everyone is clear with what is being identified

Who will do this?

- be specific
- name the individual who will carry out the task, not simply the agency
- ensure all Team members, including the child and parent/carer, have clear actions
- ensure agreement

What will be done?

- address the minutiae of the actions necessary
- say *exactly* what tasks/actions will be done

Example:

‘Joyce will attend a 6 week parenting group delivered by the Avedon Team beginning on 1st July’

‘Malcolm will draw a picture for the next meeting in 2 weeks’ time to show how he feels’

When will this be done?

- agree a *realistic* time period for change
- short or long term periods (dependent on issue)
- not 'ongoing'
- part of a process of change (long term) or task orientated (short term)

How will we measure progress?

- what specific method will the Team use?
- evidence-based methods best
- 'by review' is not a method

Moving on

What do we do when everything's been tried and nothing is making a difference?

What are our options?

How do we move on?

Exercise 4

In groups of 2, discuss the 'Moving On' question. Tell your partner of a situation you have had when working in a Team around a child but nothing seemed to be working. (Remember, confidentiality applies).

What did the Team do to facilitate change?

What did YOU do?

What helped?

What didn't help?

What ideas do you have now?

Moving On.... questions to consider

Are the issues of concern the same or are they new?

Has the Team re-visited the assessment (child's plan 2)? (See LIAP Flowchart)

Do you know what you don't know? (i.e. what other information does the Team need?)

Does another professional need to be brought into the Team (with consent)?

What have the evidence-based actions told the Team of what does and doesn't work?

Do you need to escalate the plan?

Additional Resources

Support from Team around the Child and Lead Professional

Local Management Groups (supported by Local Integration Support Officers)

Additional Resource Management Group

Placement Services Group

NB All of the above require *evidence* that everything possible has been tried locally with the child at the centre of decision-making and planning processes.

Finally...

Any questions?

Measure of Confidence (2)

Please complete the Measure of Confidence (2).

Thank you for your participation in today's session.