DIY 'Effort' or 'Change' Activity

What language should practitioners use to describe evidence of change in the lives of young people on ROTH pathways? This short activity helps you avoid the common pitfall of focussing only on professional effort.

Why should I do this activity?

This activity is for anyone writing ROTH plans wanting to improve how they capture the changes that have taken place for a young person, following a Contextual Safeguarding response. By the end of doing this activity, those developing ROTH plans well be better at:

- Critically reflecting on whether their own plans rely on descriptions of 'effort' for demonstrating outcomes
- Create new plans that are framed around change

Instructions

This activity presents four descriptions that could feature on a ROTH plan to evidence change. The task is to identify whether each description is talking about 'effort' or 'change'. By 'effort' we mean descriptions of things that practitioners have done, which is not the same thing as change. Its not that we want to the efforts of practitioners - on the Outcomes Framework for ROTH, the space for this in the 'Action' section, when you are describing the responses you're planning. But when it comes to the section on change, we need descriptions that really do show that something has shifted for the young person.

What to do

The activity is very simple. Read through the descriptions below, which are linked to the case study in the 'DIY Planning and Outcomes for ROTH Activity' which is on the Contextual Safeguarding website though you don't need to read the case study to understand the activity. After reading each description, decide if each one is a description of 'effort' undertaken or of 'change' that has been achieved. After that scroll down and check if you're right! You can also read up on 'clues' to help you understand further how to use Contextual Safeguarding principles to critical reflect on the descriptions.

Descriptions

I have mapped Aisha's peer group

We have made an information sheet so people in the community can share any concerns about young people on the school bus

We have switched off the Wifi at school so young people can't share images

We have made an information sheet so people in the community can share any concerns about young people on the school bus

We have made an information sheet so people in the community can share any concerns about young people on the school bus

We have made an information sheet so people in the community can share any concerns about young people on the school bus

Aisha says that she feels like she belongs in her school and feels safe there

We have made an information sheet so people in the community can share any concerns about young people on the school bus

'Effort' statements

I have mapped Aisha's peer group	Effort	A peer map might help you understand who is friends with who. but it doesn't make them safer or even tell you the needs of the group
The school have brought in a zero tolerance policy to image-sharing	Effort	A zero tolerance policy might decrease disclosure but not increase safety becauase young people are scared about being held responsible and even criminalised
We have made an information sheet so people in the community can share any concerns about young people on the school bus	Effort	To be a contextual outcome of change you would need to know if the information form is being used and if when it is, if people are sharing with a caring intention or to incresae surveillance and punishment of young people
The bus terminall have switched off the WIFI	Effort	This is designed to disperse young people and not make the bus terminal safer for them. It could incrase their risk and undermine good relationships with adults like bus company employees

'Change' statements

Aisha can name adults who she trusts in her school	Change	This is a positive change to the guardianship that Aisha feels able to draw on if she feels unsafe at school
Aisha says that she feels like she belongs in her school and feels safe there	Change	This is a positive change to Aisha's identity, sense of belonging and friendships in the school context
There are adults who use the transport hub who used to be hostile to Aisha and her friends and how feel positive towards them - they know who they are and look out for them	Change	This is a positive change in the attitude and behaviour of community guardians in the transport hub context
Young people can safely use Wifi in the transport hub	Change	This is a positive change that makes a place where young people spend time safer for them rather than trying to drive them away