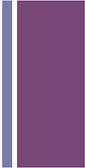


Using the Indicators of Change to Inform Practice and Policy

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**+ Indicators of Change Instrument**



- An evaluation instrument that assists in assessing the progress of Early Childhood Development Centres toward the integration of programs and services
- Also assists educational and community stakeholders in setting priorities and action plans for moving forward toward a vision of service integration

## + New Brunswick Context

- In New Brunswick, the Indicator Framework was applied as both an evaluation and service delivery planning tool, initially examining integration within five key elements:
  - Leadership & Management Structure
  - Access and Intake Processes
  - Early Learning Environment
  - Early Childhood Staff and Service Providers
  - Parent and Community Engagement Opportunities and Activities
- Initial administration resulted in the identification of example outputs at each level of change that could indicate or provide evidence of system delivery changes and enhancements.
- Over the three-year period, these example outputs assisted in providing greater precision in identifying change and consistency in the application of the tool across all demonstration sites.

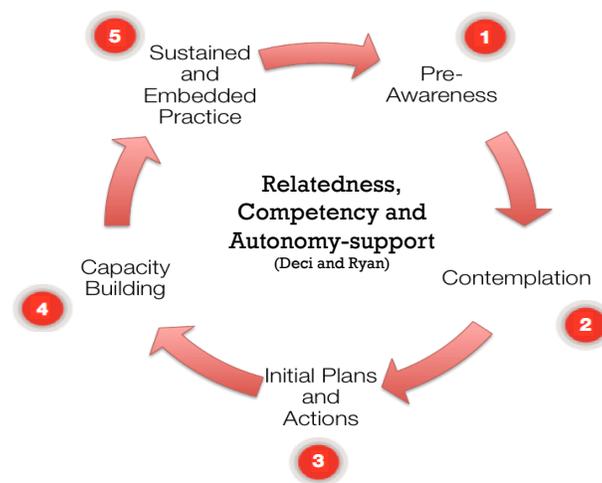
## + Development of a Sixth Indicator

- New Brunswick's cultural context includes two distinct language groups - as well as First Nation communities - each having their own set of characteristics, values and approaches to collaboration and community.
- To respond to this context, the Indicator Framework was adapted to include the addition of a sixth dimension or indicator, focusing on cultural identity and language for Francophone communities (*Francization*).
- This adaptation reflected the collaborative work of the Francophone ECDC demonstration sites and the Health and Education Research Group (HERG).

## + Beyond Early Childhood....

- The Indicator Framework has also been appropriated for other provincial ISD initiatives and demonstrations in New Brunswick.
- For example, the framework has been adopted as a key planning and evaluation tool for the *NB Integrated Service Delivery Initiative* (provision of inter-disciplinary team-based service in school contexts for children and youth with emotional/behavioural disorders) (Morrison & Peterson, 2011).
- In this application of the Indicator Framework, a theoretical model of change was delineated as a key underpinning to the levels and processes of change.

## + Stages of Change Model (Adapted from Prochaska)



## + NB Integrated Service Delivery Indicator Framework (Example)



### Key Element 2: Intake Processes

Program Indicators	Benchmark 1: Pre-Awareness	Benchmark 2: Awareness and Contemplation	Benchmark 3: Capacity-Building: Initial Plans and Actions	Benchmark 4: Capacity-Building: Expanded Plans and Actions	Benchmark 5: Sustained and Embedded Practices
2.1 Referrals	Required referral procedures for child, youth and family services are multiple and vary across departments. Such processes are often not clarified for caregivers and community members.	Departmental stakeholders review existing referral processes with the intent of developing a shared vision for increasing ease of access to needed services.	Departmental program personnel carry out plans to clarify and reduce the number of required referral steps for clients or referral agents.	Interdepartmental working groups act on recommendations for unifying referral processes for clients across common core programs and integrated services.	Common referral processes are adopted and used across departmental systems. Training is provided to departmental stakeholders and service providers on how to facilitate access to services for clients.

## + Pan-Canadian Joint Consortium for School Health: Indicators of Positive Mental Health in Schools



- Over the past three years, Deputy Ministers from Health and Education sectors across Canadian Provinces and Territories have collaborated with HERG on the development of a common vision for the enhancement of Positive Mental Health within school environments (Peterson & Morrison, 2010).
- In lieu of focusing on integration of services, the framework adopts a comprehensive school health model, integrating collaborated practices across four pillars:
  - Social and Physical Environment
  - Teaching and Learning
  - Healthy School Policy
  - Partnerships and Services (JCSH, 2009)

Joint Consortium for School Health: Key Indicators of Positive Mental Health in Schools					
Pillar I: Social and Physical Environment					
PMH Indicators	Benchmark 1: Pre-Awareness	Benchmark 2: Awareness and Contemplation	Benchmark 3: Capacity-Building: Initial Plans and Actions	Benchmark 4: Capacity-Building: Expanded Plans and Actions	Benchmark 5: Sustained and Embedded Practices
1.1 An understanding of positive mental health perspectives and practices and how they relate to students' social-emotional functioning and academic development	Positive mental health perspectives are not routinely discussed among school stakeholders.	School administrators share information and research with staff members regarding the impact of positive mental health practices in education.	Some educators are knowledgeable about positive mental health perspectives and apply such insights to their plans and activities.	Most educators routinely apply principles of positive mental health to school plans and activities.	Measures are created and implemented that monitor the application and review of positive mental health perspectives and practices in school settings.
1.2 Accessible meeting places and social spaces where students feel safe and valued	School spaces are designed and utilized without specific consideration of students' social-emotional functioning.	School improvement planning processes include consideration of student wellbeing in the design of new or refurbished environments.	Spaces are re-conceptualized or redesigned to enhance social-emotional and positive development of students.	School spaces are evaluated for their impact on student wellbeing, and renovations or repurposing of spaces are carried out where necessary.	Social and physical environments are routinely audited to monitor ongoing suitability, and are found to meet established quality standards.
1.3 School-wide initiatives that foster the creation of safe and caring school environments	School initiatives are planned without explicit consideration of elements and conditions that foster safe and caring environments.	Staff discussions on the importance of safe and caring environments are informal and take place as the need arises.	Some school-based initiatives include a focus on the creation of safe and caring environments prior to their implementation.	Most school initiatives routinely consider the creation of safe and caring environments as a required component prior to their implementation.	Established school practices require that initiatives are examined prior to implementation to ensure that they meet established standards related to safe and caring environments.
1.4 Universally-designed physical spaces that ensure all students can participate fully as learners in the classroom and school settings	Physical spaces are not designed with a view to enhancing universal access.	Planning processes include consideration of needed renovation or redesign of school spaces to increase accessibility.	Renovations and upgrades of existing school spaces incorporate the inclusion of accessibility features.	Physical spaces are designed so that students can access facilities, maneuver within them, and participate fully in planned learning activities.	The needs of individuals with physical challenges and disabilities are effectively addressed through policies and practices that ensure the functionality and universality of physical spaces.
1.5 Awareness of potential safety concerns related to students' online social exchanges and relationships	Online social exchanges and communications are not formally addressed at school.	School staff are provided with information related to the risks of online communication, and encouraged to address these risks with students.	In-service teacher training routinely includes sessions on internet safety.	Teachers and school staff incorporate explicit school policy regarding internet safety and online communication protocols in their classroom learning strategies.	Measures are in place to monitor adherence to internet policies, and to protect children from inappropriate contact and cyber-bullying.
1.6 Positive learning environments that explicitly include the needs of students with social/emotional concerns	The design of learning environments does not explicitly consider the needs of students with social/emotional concerns.	School staff have an awareness of the impact of learning environments on students with social/emotional concerns.	Some school staff consider ways to create learning environments that meet the needs of students with social/emotional concerns.	Most school staff routinely design and adapt learning environments to meet the needs of students with social/emotional concerns.	School administrators and student services personnel utilize evaluation processes to ensure that positive learning environments are accessible to all students, including those with social/emotional concerns.

## + Summary Developments – Indicators of Change

- Multiple applications of the Indicator Framework, including interdepartmental and interprovincial/territorial
- Applications in and across Education, Health, Mental Health, Addictions, and Social Services sectors
- Identification and use of outputs to provide evidence of change and greater precision in documenting progress toward collaboration and integrated service delivery
- Addition of a Theory of Change model and adapted scale
- Applications within varied models of system collaboration:
  - Integrated Service Delivery
  - Comprehensive School Health