



Starting a Conversation –  
**The 'Wellbeing Web'**

getting  
it right  
for every child

# Introduction to The Web

The wellbeing web is intended to be an interactive and engaging process to measure outcomes. The wellbeing web is based on an affirmative-coaching model focusing on people's potential rather than their problems. It is used to support and assist growth and change. The process of using the wellbeing web to capture outcomes enables children and their carers to recognise where they are, where they would like to be and what steps they need to take to get there.

The web uses the Getting It Right indicators of wellbeing to guide discussion about key areas of an individual's life. Its function is to provoke discussion about issues and create a graphic scale which shows the person's progress and journey of change. The wellbeing web can also be used to inform discussion during professional supervision or child's plan meetings.

The wellbeing web has been designed to be simple to use and understand, and it is suitable for use with children and adults. For example, the pilot scheme undertaken in East Ayrshire highlighted that the wellbeing web was being used effectively with children between the ages of 4 and 16 years of age and also with their parents.

In considering the use of the wellbeing web, practitioners must be aware of the risk of duplication. There may be others from within their agency or perhaps in another agency who are using the same or a similar outcomes tool. For example, in children's services the wellbeing web is being used as part of the multi-agency staged intervention process for children. This may be being used with children as part of early intervention (stage 1 and 2), therefore at the point of referral to stage 3 there may already be a wellbeing web approach being used. This will provide useful baseline information, and should be explored as part of the care planning process.

# When to use the Wellbeing Web to capture outcomes

The wellbeing web is designed to be used as soon as possible after a new individual becomes involved with the service. It helps to create a 'baseline' to measure progress and change.

The wellbeing web can also be used in focused work with children and adults over a longer term. For example;

- where there is a significant change in circumstances i.e. delivery of a new service
- a significant event or a change to the child's plan.

The wellbeing web can be used to help identify key issues as they arise. The model is solution focused in its approach and invites collaborative working between individuals and practitioners. The process fully engages the child and their carer in identifying the outcomes most important to them and whilst this must be balanced with the broader assessment of need, this can be used as motivational enhancement in direct work.

The wellbeing web can be used with an individual. It may also be used separately with their parent or carer. The web can highlight differences in individual priorities and feelings and help focus discussion and planning. When the web is being used in this way, consent to share the findings with the carer or child must be obtained prior to any discussion.

The wellbeing web is an additional tool in the practitioner's 'toolkit'. This will not replace current local systems to record outcomes in Ayrshire but may be used to supplement and enhance them.

## How to introduce outcomes tools

The principles of the wellbeing web must be discussed with the children and adults who are invited to use it. It is good practice to:

- Tell the individual how the information will be used; information from their own wellbeing web will be used in planning and supporting them but may also be collated anonymously to be used by the service to highlight success and establish where changes need to be made.
- Give the individual a copy of the web to keep for themselves and to enable them to refer to this and consider their goals.
- Provide a sample of a completed web to show how it can help outline a change from the period of initial assessment to review.

In order to achieve the best outcomes, the individual must be positively engaged in the work. If they are reluctant to engage in using the wellbeing web then the practitioner should spend time exploring the reasons for this with them.

If they choose not to engage in completing the wellbeing web, the practitioner may decide to use the model themselves to chart where they think the individual is on the scale. In this situation, an explanation should be given as to why this approach is being taken and an opportunity offered to engage in the process at a later stage. The practitioner should ensure that the web is clearly labelled as having been completed by the practitioner and the date this took place.

There are a range of other outcomes tools available that may be more appropriate to use, dependent on individual need.

# How to use the wellbeing web

- 1 Take a blank copy of the wellbeing web and at least two different coloured pens. The wellbeing web has eight points which each reflect an indicator of general wellbeing: **I am safe, I am healthy, I am achieving, I feel nurtured, I am active, I feel respected, I am responsible, I feel included.** Each indicator has an associated prompt card. There are different prompt cards for children and adults. Select the most appropriate prompt cards for use with the individual.
- 2 Work together to choose a starting point on the web and use the scaling key to plot where the individual thinks they are (between 1 and 10). Ask some open questions such as;
  - Tell me why you are at this point on the scale?
  - What's happening to put you at this point?
  - Can you tell me more about this?
- 3 It is important to emphasise that there is no right or wrong answer. Completing the wellbeing web should happen during natural discussion. It may be completed in one session or in more than one session.
- 4 Try to arrive at a mutually agreed point on the scale. If agreement cannot be reached through discussion, identify why perceptions may be different. Individuals should be active partners in the process and their score should be their own perception. If mutual agreement cannot be reached then record both points on the wellbeing web in a different colour.
- 5 Use the 'notes' section (Appendix 1) to record reasons for agreement or disagreement. Discussing the content of this record can help the practitioner and individual understand the need for change.
- 6 Once each of the areas of the web has been addressed, join the numbered points to create a shape.

- 7 The shape will provoke a discussion. Questions the worker may want to ask are:
  - What aspects of the child's or adult's life are working well?
  - What areas are holding them back?
  - What does the overall shape tell them?
  - What would they like to address in the plan of work?
- 8 Use the action plan template (Appendix 2) to develop an action plan with the individual, to identify key areas of work and to specify outcomes. Priority areas can then be used to inform a review of the child's plan. Agree how often the wellbeing web will be reviewed, for example every three months.
- 9 Copy the web for the individual.

**NB** This information needs to be contextualised by the practitioner and included in a wider assessment and child's plan.

# How to review outcomes using the Wellbeing Web

- 1 Take a fresh copy of the web and follow the steps above. This should be done without reference to the previous readings. This way the previous readings will not influence the review.
- 2 Add the new scores to the previously completed wellbeing web and join them **using a different colour** to see how the shape has changed. Discuss the overall picture and how this has changed since the last review (see appendix 3).
- 3 The aim of reviewing the wellbeing web is about identifying key areas for change (both areas of strength and areas of pressure) and not about striving to progress to number 10 on the web! In many cases, there will be little movement and the desired outcome may be for maintenance and not progress.

## Questions to ask:

- What has changed – both positively and negatively?
- How do you feel about what you see?
- Does what you see on the web fit with your own sense of how things have changed?
- In light of the wellbeing web, what goals would you like to set for the coming weeks and months?

When positive changes occur (or when progress is maintained), reviews of the web can be helpful in reinforcing positive change. Where there is regression in an area, the discussion should focus on what needs to change and what is achievable in order to reach a desired outcome.

- 4 No more than three reviews should be included on the one wellbeing web as it becomes difficult to see the shapes. If there is ongoing review then a new web should be created.

## Using outcomes information

Practitioners must agree within their agency how they will collate and record information captured as part of the wellbeing web approach. The outcomes information can be used to support the work of an individual plan and also to report on overall service outcomes. Highlighting areas where progress is not happening as planned can help to identify the need for more resources or for changes in the way services are delivered.

### **Measuring outcomes can broadly be placed into three categories:**

- The perception of the individual receiving the service, their carer and the judgement of the practitioner.
- Improvements, change or stability that meets the desired outcomes of the service. For example the percentage of those assessed; the number reported as feeling safe, healthy, active etc.
- Improvements in aspects of the service provision. For example, what needs to change?

### **We may wish to gather information on:**

- What has been considered successful.
- When it was successful (specify the circumstances).
- Why this was successful.

This will help develop understanding of some of the complex elements often present in making positive changes a reality.

The wellbeing web is intended to support and enhance professional judgement. It is anticipated that this will support analysis of an individual's circumstances and provide evidence of what is working in practice. This does not replace the importance and value of professional assessment but the resultant findings can contribute to a process of achieving better outcomes and service improvement.

The information gathered using the wellbeing web should be recorded within the service and where appropriate, aggregated on an annual basis to highlight effective intervention and to target unmet need. For example, within a team, key data should be collated to reflect how many service users are using the web and how this has or has not contributed to care planning, inclusion, decision making and achieving positive outcomes.



## NOTES

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included

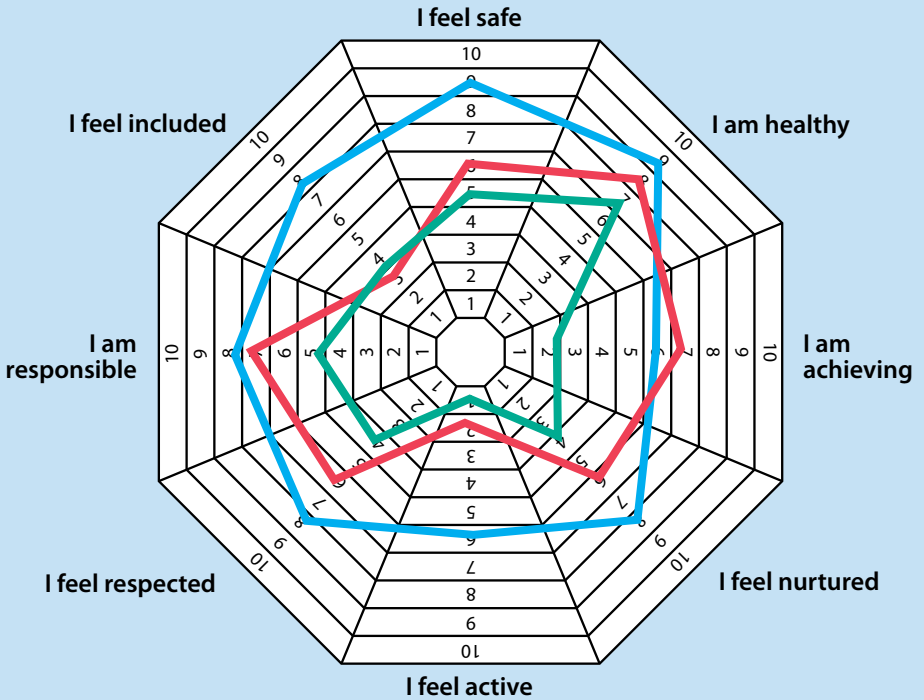
# Appendix 2

Please Tick		Desired outcomes What do you want to change?	Priority Actions	By Whom?	When?
<input type="checkbox"/>	Safe				
<input type="checkbox"/>	Healthy				
<input type="checkbox"/>	Achieving				
<input type="checkbox"/>	Nurtured				
<input type="checkbox"/>	Active				
<input type="checkbox"/>	Respected				
<input type="checkbox"/>	Responsible				
<input type="checkbox"/>	Included				

# Appendix 3

Name	
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	Date of completion	Name of worker
1		
2		
3		



### Scaling Key

1 = Not at all true of me

10 = Very true of me



**East Ayrshire**  
COUNCIL