

An Introduction to Goal Based Outcomes

Education Health Care Plan Improvement Workstream within the
SEND Transformation Programme



Context:
SEND
Transformation
Board; EHCP
improvement
workstream

A clear need for meaningful progress data at Annual Reviews

Importance of collating Children and Young People's perceptions of their progress

A need to ensure consistency of use of the Annual Review Report

To reduce the "bureaucracy" process?

Aim of the Project



- ▶ To ensure improvement of information recorded in the Annual Review process **with** a focus on using a common measure to review and report Children and Young People's progress against EHCP outcomes.
- ▶ To improve Local Authority assessment of whether Children and Young People with an EHCP are making progress against EHCP outcomes.

Data collection

- ▶ Semi-Structured interviews with:
 - ▶ Parents
 - ▶ School Staff (cross-phase)
 - ▶ Health Professionals.
- ▶ Scoping exercise with Social Care.
- ▶ Analysis of 25 randomly selected EHCPs and accompanying Annual Review Reports.





Why introduce Goal Based Outcomes?



Goal Based Outcomes ...

1

Provide meaningful progress data for Annual Reviews.

2

Elicit CYP's perceptions of their progress.

3

Increase consistency of Annual Review Reports.

4

Align with reducing bureaucracy and other aspects of the SEND Transform programme.

Resources
that you will
be familiar
with after
this training:

Examples of Goal Based Outcomes (GBOs) and Scaling Across Phases

Blank GBO scale templates

Completed Summary Assess Plan Do Review Cycle for EHCP Annual Review.

Blank APDR/GBO Annual Review template.



▶ What are Goal Based Outcomes?

What are Goal Based Outcomes?

“Goal based outcomes (GBOs) are a way to evaluate progress towards goals in clinical work with children and young people and their families and carers (but the ideas can equally be adapted to work in other settings). They simply compare how far a young person feels they have moved towards reaching a goal they set at the beginning of an intervention, compared to where they are at the end of an intervention.”

(Law & Jacob, 2015, p10)

[goalsandgbos-thirdedition.pdf](#)
[\(corc.uk.net\)](#)



Animation- Introduction to GBOs



This animation gives an overview of GBOs

Measuring Children and Young People's Progress Towards their EHCP Outcomes

**GBO Final
Score**

Measured at
the end of the
Annual Review
Cycle, e.g.

9

-

**GBO Baseline
Score**

Measured at
the start of the
Annual Review
Cycle, e.g.

2

=

**GBO Progress
Score**

Progress made
from the
beginning to the
end of the
Annual Review
Cycle, e.g.

7

Setting Goals

- When setting goals, it is helpful to get the CYP to think about where they want to be
 - Advantage of bringing a focus to the goal and making it clearer for everyone
 - Helps the process become more collaborative
- Start with number 10 on the scale to come up with a goal based on the chosen outcome in the EHCP
- Solution focused techniques can help with goal setting.

“Imagine when you go to bed tonight a miracle happens that makes all the difficulties you have go away. When you wake up in the morning, what will you notice is different ...?”
- Once a goal has been agreed it is useful to write a sentence that summarises the goal using the child’s own word
- Once a goal has been set it is useful to explore some of the ways to get there

Animation- Introducing Goals



This animation gives some ideas on how you might introduce goals to CYP

How many Goals and ranking of Goals

Sometimes families may have long lists of things they want to support their child

- The positive side is that they are motivated to make changes
- The flip side is that too many goals can be distracting leading to very little focus
- This applies as well to too many outcomes in an EHCP
- We therefore suggest **three goals** to focus the intervention and report on progress
- This makes it manageable for the child or young person and school staff

Subjectivity in Goal setting

- By their very nature goals are subjective
- This has strengths and weaknesses:
 - The weaknesses are with scientifically establishing validity in terms of whether a rating reflects a true shift
 - The strength is that it the child's subjective view of change is in itself an important measure of success
- Triangulating evidence of progress from a range of sources also helps to address the issue of subjectivity
- As with all outcome measures, the gold standard is to not rely on just one measure of change, but to gather information from more than one source to help provide a detailed picture.

What to do if Goals change

- Sometimes goals can change during an intervention
- This may lead to re-setting a goal mid-intervention
- If this happens, record the scores of the original goals at the start of the intervention
- Keep a note of goals that changed and those that did not
- This will help in interpreting and reporting data in a more meaningful way



Generating the GBO scale



Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To take turns and play successfully with peers in a range of situations in the playground and classroom
10	GBO: I can take turns with other children in my classroom and in the playground without support from an adult
9	<i>(Goal consistently achieved independently with minimal prompting, <u>support</u> or <u>scaffolding</u>). I can take turns in my classroom and playground with a little bit of support from others.</i>
8	<i>(Between 7 and 9)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, <u>prompting</u> and <u>scaffolding</u>). I can take turns in the classroom and in the playground with one other child, with some support from an adult.</i>
6	<i>(Between 5 and 7)</i>
5	<i>(Evidence of success in working half-way towards achieving the goal but still needing support, <u>prompting</u> and <u>scaffolding</u>). During classroom activities I can take turns with another child with some support.</i>
4	<i>(Between 3 and 5)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal). I can take turns with a familiar game with my peers, with support from an adult.</i>
2	<i>(Between 1 and 3)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal). I can take turns during a familiar game with one other child, with support from an adult.</i>

The GBO Scales are generated from EHCP outcomes

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To take turns and play successfully with peers in a range of situations in the playground and classroom
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7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding).</i> I can take turns in the classroom and in the playground with one other child, with some support from an adult.
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Animation- Scoring Goals and Behaviour Descriptors



This animation gives an overview of scoring goals and generating behaviour descriptors

Back in
10 mins





Activity 1: Converting EHCP Outcomes into GBOs



Individual work to generate your own GBOs (15 mins)



Feedback to the main group (10 mins)

15 mins individually:

- ▶ Choose an EHCP outcome from your EHCP and write it as a GBO (point 10), starting with 'I can ...'
- ▶ Write the descriptors for point 1 and point 5 on the GBO scale. Also have a go at 3 and 7.

10 mins whole group discussion:

- ▶ Share your GBO and descriptors with the group and discuss how you arrived at them.



Activity 2: Group Task



Group work (15 mins)



Feedback to the main group (10 mins)

15 mins group discussion:

- ▶ How are you going to:
 1. Implement Goal Based Outcomes in your setting?
 2. What will be the challenges be?
 3. What do you think would be the solutions?
- ▶ Feedback to the main group.



▶ How do Goal Based Outcomes fit into the EHCP review cycle?

Key
EHCP = Education Health and Care Plan
SEND = Special Educational Needs and Disabilities
CYP = Child or Young Person
GBO = Goal Based Outcome
Red highlight = Person or team responsible.

EHC Planning Meeting (SEND Team)
3-5 EHCP outcomes agreed

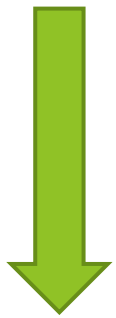


SENCo uses EHCP outcomes to generate 3 GBOs with CYP/Parents and agree **GBO Baseline Scores**



EHCP ANNUAL REVIEW CYCLE


*Existing EHCPs



GBO Sub-Review Meetings with CYP/parents - at least termly, ideally half-termly, i.e. 2-4 Sub-Reviews per academic year (**School**)



EHCP Annual Review Meeting
GBO Final Scores and **GBO Progress Scores** calculated. Unachieved GBOs simplified.
*EHCP outcomes revised as necessary.
(**SENCo**, CYP, Parents, SEND Team)



GBOs and the APDR Cycle?



Recording and Reviewing GBO Scores 1



SUMMARY ASSESS-PLAN-DO-REVIEW CYCLE FOR EHCP ANNUAL REVIEW		Plan Number: Choose an item.
Name of Pupil: Click or tap here to enter text.	Date of Birth: Click or tap to enter a date.	Year Group: Choose an item.
Name of School/Setting: Click or tap here to enter text.	APDR Cycle Start Date: Click or tap to enter a date.	APDR Cycle Review Date: Click or tap to enter a date.
Contributors to the APDR Cycle (name and role): Click or tap here to enter text.		
EHCP Outcome 1: Click or tap here to enter text.		
EHCP Outcome 2: Click or tap here to enter text.		
EHCP Outcome 3: Click or tap here to enter text.		

SEND Areas of Need	Barriers to learning:	Provision in place:	List of outside agencies involved and role:
<p>Specific SEND areas of need: Click or tap here to enter text.</p> <p>Other SEND areas of need: Click or tap here to enter text.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>Assessments to Determine GBO Baseline and Progress (including levels of support to achieve outcomes)</p>	<p>Plan (Baseline GBO)</p>	<p>Do</p>	<p>Review (Final GBO)</p>
Click or tap here to enter text.	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO1 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO1 Score: 10 GBO1: Click or tap here to enter text. GBO1 Final Score: Choose an item. GBO1 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>
	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO2 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO2 Score: 10 GBO2: Click or tap here to enter text. GBO2 Final Score: Choose an item. GBO2 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>
	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO3 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO3 Score: 10 GBO3: Click or tap here to enter text. GBO3 Final Score: Choose an item. GBO3 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>

Completed APDR Document in sections ...



SUMMARY ASSESS-PLAN-DO-REVIEW CYCLE FOR EHCP ANNUAL REVIEW		Plan Number: 2
Name of Pupil: XXXXX XXXXXXXX	Date of Birth: 01/01/2006	Year Group: Year 10
Name of School/Setting: XXXXX Secondary School	APDR Cycle Start Date: 15/09/2020	APDR Cycle Review Date: 14/09/2021
Contributors to the APDR Cycle (<i>name and role</i>): e.g. names of SENCo, Parent/Carer/s, TA etc.		

EHCP Outcome 1: To reflect on positive comments to enhance her self-image, self-worth and experience of school.
EHCP Outcome 2: Click or tap here to enter text.
EHCP Outcome 3: Click or tap here to enter text.

SEND Areas of Need	Barriers to learning:	Provision in place:	List of outside agencies involved and role:
<p>Specific SEND areas of need: Physical and Sensory</p> <p>Other SEND areas of need: SEMH</p>	<p>Fatigue</p> <p>Self-esteem/self-worth</p> <p>Anxiety regarding the future and Post-16 education</p> <p>Does not want to accept help.</p>	<p>1-2-1 full-time TA support</p> <p>Reduction in timetable-dropped 2 GCSE subjects for personalised intervention.</p> <p>Homework club</p> <p>Flexibility to rest or go home if physically tired#</p> <p>Personal care when needed.</p>	<p>CAMHS when needed (were involved)</p> <p>Hospice previously involved</p> <p>ESMA involved</p> <p>School counsellor previously involved</p> <p>Physiotherapist.</p>

2. This describes what the CYP can do now. Use some of their own words if possible

1. Enter the GBO first - start with the end in mind

Plan (Baseline GBO)	Do	Review (Final GBO)
<p>What I can do now: I know where the log book is, I know what the log book is for but I don't want to use it.</p> <p>GB01 Baseline Score: 1</p>	<p>Support/strategies put in place to meet GBO: Weekly time slot Safe place Supportive key worker (TA) Conversations to reinforce the support to engage her. Write GBO descriptors for points 3, 7 and 9 on the GBO scale with her Be mindful about the time of day when activities take place.</p>	<p>GB01 Score: 10 GB01: I can reflect on positive comments in my positive log book weekly with my key worker. GB01 Final Score: Choose an item. GB01 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>

3. Match what the CYP can do now to the GBO descriptors on the GBO scale and record the matching number.

4. Discuss with the CYP/parent what support is needed/ will be provided

Recording and Reviewing GBO Scores 2

GBO	Sub-Review 1 Date: Click or tap to enter a date.	Sub-Review 2 Date: Click or tap to enter a date.	Sub-Review 3 Date: Click or tap to enter a date.
1	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text. Click or tap here to enter text.</p>
2	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>
3	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>

Recording and Reviewing GBO Scores Page 2

GBO	Sub-Review 1 Date: 10/12/2020	Sub-Review 2 Date:
1	<p>What I can do now: I can make a positive comment about someone in my class.</p> <p>SR1 GBO1 Score: 3</p> <p>Evidence to support my progress: I am meeting with my TA and used positive words. I said XXX was nice.</p> <p>What I need to do to improve further: Have meetings with my TA earlier in the day when I am not so tired.</p>	<p>What I can do now: Click here to enter text.</p> <p>SR2 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click here to enter text.</p> <p>What I need to do to improve further: Click here to enter text.</p>
2	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO2 Score: Choose an item.</p>	<p>What I can do now: Click here to enter text.</p> <p>SR2 GBO2 Score: Choose an item.</p>

Recording and Reviewing GBO Scores Page1

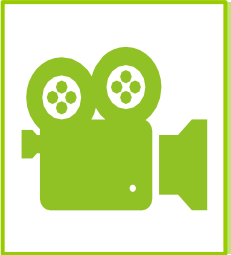
Plan (Baseline GBO)
What I can do now: I know where the log book is, I know what the log book is for but I don't want to use it.
GB01 Baseline Score: 1

At the Annual Review, the GBO Final Score is used to calculate the GBO Progress Score.

Review (Final GBO)
GB01 Score: 10 GB01: I can reflect on positive comments in my positive log book weekly with my key worker. GB01 Final Score: 8 GB01 Steps of Progression (Final GBO minus Baseline GBO): 7

$$\begin{array}{rcccc} \text{GBO Final} & - & \text{GBO Baseline} & = & \text{GBO Progress} \\ 8 & - & 1 & = & 7 \end{array}$$

Animation- Monitoring Progress



This animation gives an overview of how you could introduce the idea of monitoring progress



Resources

Goal Based Outcome (GBO) Scales		Date:
Pupil Name:	Completed with:	

Below are descriptor tables for three GBOs. The descriptors you write should match the text in italics. Please enter the EHCP outcome, then add GBO descriptors at half-points on the scale in the following order:

- Point 10 – enter the GBO based on the EHCP outcome.
- Point 1 followed by Point 5
- Points 3, 7 and 9.

Scale	Goal Based Outcome 1
	EHCP Outcome:
10	GBO1:
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i>
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some</i>

Pupil Progress Report		Date:	
Pupil Name:		Teacher/Staff Member:	
Year Group:		Subject:	
Please return to:			

Below are three tables containing descriptors for three Goal Based Outcomes.

For each Goal Based Outcome, please can you:

- Highlight the statement that best describes the above pupil during your lessons or your work with them.
- Add any comments on their progress.

Scale	Goal Based Outcome 1
	EHCP Outcome:
10	GBO1:
9	
8	<i>(Between 7 and 9.)</i>
7	
6	<i>(Between 5 and 7.)</i>



▶ Next steps?



Next Steps ...

- ▶ **Training:** Is now in progress for schools, parents and internal and external multi-agency professionals involved in implementing GBOs.
- ▶ **New EHCPs:** GBOs will be generated from EHCP outcomes from January 2022.
- ▶ **Existing EHCPs:** GBOs will be phased in as part of the Annual Review process.

Feedback...

Thank you for taking part in the training.

- ▶ What are your take away messages from this training?
- ▶ What will your first actions be?

Please complete the Sli.do online evaluation.



slido

<https://www.sli.do/>

We will be looking at
your knowledge of
Goal Based Outcomes
before and after
the training - using
sli.do

The event number is
#GBO2021

Joining as a participant?

No account needed.

Enter event code



Join the conversation
Enter the event code

