




Centre for Community Child Health

Integrated Service Delivery


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Child Public Health
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Overview

- What is integration?
- The rationale for integration
- Exploration of four forms of integration
- How is integration being adopted?
 - A closer look at integrated children's centres

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What does 'integration' mean to you?

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Integration

An ecological system that is centred on the child and their family, serviced through service coordination, and supported through partnerships between organisations and agencies

Centre for Excellence and Outcomes in Children and Young People's Services
www.c4eo.org.uk


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Integrating Services refers to the process of building connections between services of different types so as to create a system that is more comprehensive and cohesive, as well as services that are more accessible and more responsive.

CCCH Policy Brief No.17, 2009

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Why Change?

- Worsening and high levels of poor health and developmental outcomes across a wide range of indicators
- These outcomes follow social gradients but are evident across all levels of society
- Poor outcomes have considerable short-term and long-term costs at an individual, community and national level

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Why Change?

- Families are more diverse, there have been profound changes in conditions and complexity of raising children
- Service systems have not altered significantly
- Children and families missing out on services
- Children arriving at school poorly equipped to take advantage of the opportunities offered

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Why Change?

- The early years are profoundly important, it becomes increasingly difficult to change trajectories as children grow older
- Investments in early childhood services are cost effective, yielding long-term benefits that are disproportionate to the original cost

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Challenges needing to be addressed?

Issues faced by current service system include:

- An inability to meet family's unique and complex needs
- Re-enforcement of barriers to access for families
- Service drivers that limit the impact of services
- Poor government and research integration

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Th(e) convergence of advancing knowledge and changing circumstances calls for a fundamental reexamination of the nation's responses to the needs of young children and their families, many of which were formulated several decades ago and revised only incrementally since then.

Neurons to Neighborhoods, Shonkoff and Phillips (2000)

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Changing service systems

To be most effective integration needs to occur at four levels

- Policy (or whole of government) integration
- Regional and local planning integration
- Service delivery integration
- Teamwork integration

Moore & Skinner (2010)

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Changing Service Systems

Policy integration involves:

Working collaboratively across departments, portfolio's or levels of government to address complex issues which cross individual agency boundaries

State Services Authority (2007)

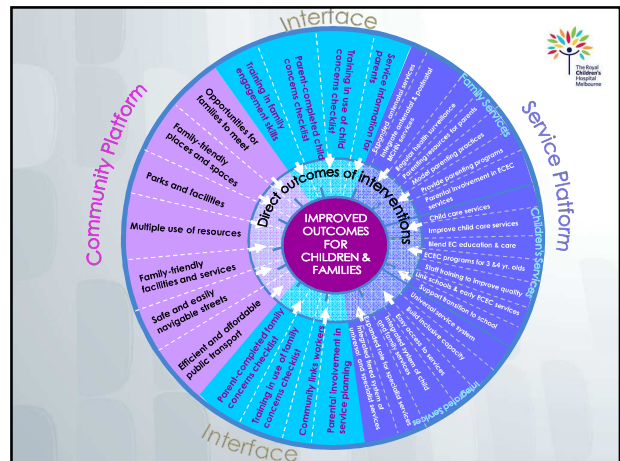
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Changing Service Systems

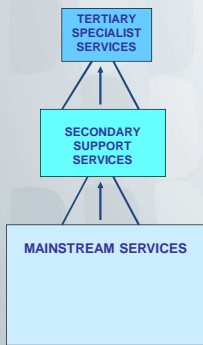
Regional and Local Planning Integration involves:

- Regional or local interagency planning groups or partnerships to take responsibility for the creation of a local integrated service system
- Planning group needs to ask:
 - How do we ensure that all relevant services are involved?
 - How to link mainstream or universal services with the various specialist services?

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The Existing Service System needs to be reconfigured to...



Location:

- Specialist services are usually located separately
- Children / families have to go to where the specialist services are, rather than vice versa

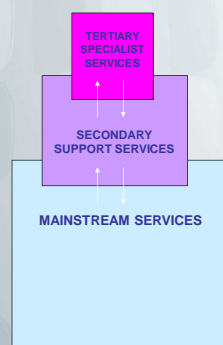
Referral arrangements:

- Children have to meet eligibility criteria
- There are more children needing support than the specialist services are able to accept
- This results in bottlenecks and some children not receiving help at all

Information flow:

- Information tends to flow one way only – from the mainstream services to the specialist
- Collaboration between specialist and mainstream services is limited

An Integrated System



Location:

- Specialist services have outreach bases co-located with mainstream services
- Specialist services provide at least some support in family and early childhood settings

Referral arrangements:

- SECONDARY services work directly with some 'eligible' children, and provide consultant support for all others
- Specialist services also provide consultant support to mainstream services on a broad range of child and family issues

Information flow:

- Information flows both ways between mainstream and specialist services
- Specialist and mainstream service providers collaborate as equal partners

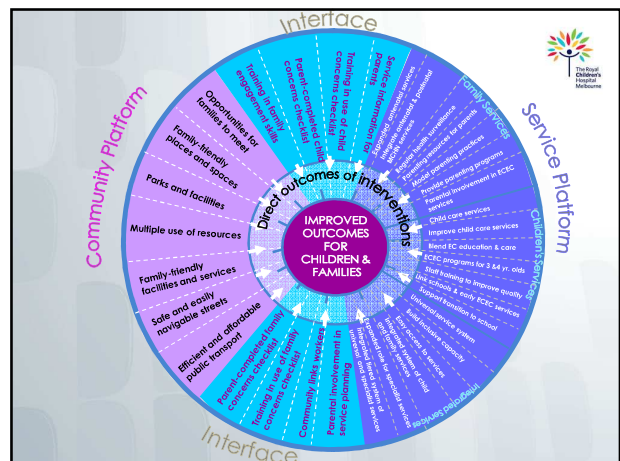
Changing Service Systems

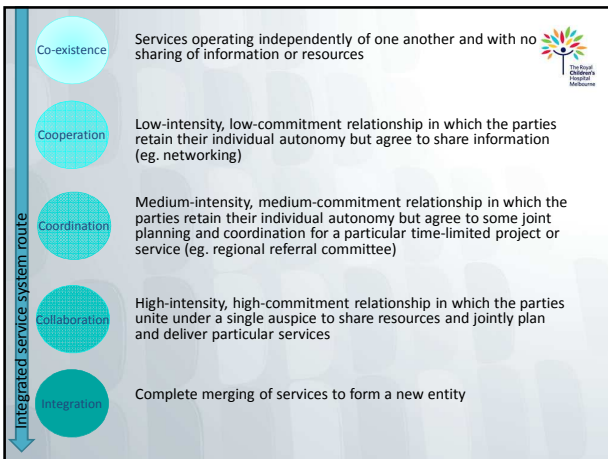
Service Delivery Integration

Integration at a direct service level, can take the form of:

- 'virtual' service integration
- co-located integration (ie. ICC)
- A mix-model with onsite or offsite partners

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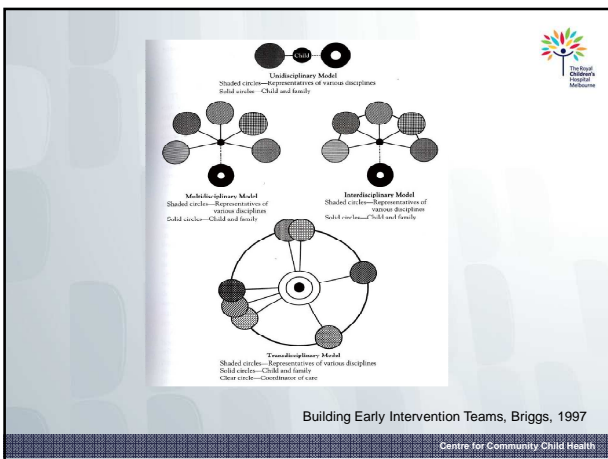


Changing Service Systems

Teamwork Integration

Integrated services require professionals to work in teams different forms of teamwork integration include:

- Unidisciplinary teamwork
- Multidisciplinary teamwork
- Interdisciplinary teamwork
- Transdisciplinary teamwork



An opportunity to reflect on your practice

Questions to consider

- Identify your priority relationships?
- Are these as strong as they could/should be?
 - Why? Why not?
- Reflect on what this may mean for your professional practice?

What changes are occurring?

Many countries have decided that their early childhood and family support service systems need to be strengthened:

- greater integration of services
- expanding early childhood services
- developing national early childhood strategies
- consolidating jurisdictions for education and early childhood.

What changes are occurring?



International examples:

Formative:

- Sure Start (UK)
- Every Child Matters policy framework (UK)
- Toronto First Duty (Canada)

Current:

- Healthy Child Manitoba Strategy (Canada)
- Harlem Children's Zone (US)
- Schools of the 21st Century (US)
- Child Friendly Cities (world-wide)

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What changes are occurring?



National Examples

- Australia-wide
 - Aboriginal Child and Family Centres (Integrated Children's Centres)
 - Communities for Children
 - Early Learning and Care Centres (Integrated Children's Centres)
 - National Early Childhood Development Strategy

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What changes are occurring?



- New South Wales
 - Families NSW whole-of-government prevention and early intervention strategy
 - Schools as Community Centres (Integrated Children's Centres)
- Northern Territory
 - Indigenous Integrated Child and Family Centres (Integrated Children's Centres)
 - Children's Ground
 - Strong Start, Bright Future (a whole-of-government approach)

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What changes are occurring?



- Queensland
 - Consolidation of EY's services into a single department
 - Early Years Centres (Integrated Children's Centres)
- South Australia
 - Consolidation of EY's services into a single department
 - Every Chance for Every Child
 - Children's Centres (Integrated Children's Centres)
- Tasmania
 - Child and Family Centres (Integrated Children's Centres)
 - Launching Into Learning

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What changes are occurring?



- Victoria
 - Best Start
 - Blue Sky Research Project
 - Consolidation of EY's services into a single department
 - Doveton College
 - Primary Care Partnerships
 - Victorian Integrated Children's Centres
- Western Australia
 - Child and Parent Centres (10, based in schools)

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Policy responses in Australia



- National Early Childhood Development Strategy

All children have the best start in life to create a better future for themselves and for the nation.
- A road map for action and for engaging effective partnerships across and between governments, with the non-government sector, and with families around the needs of young children.

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What can guide integrated services?

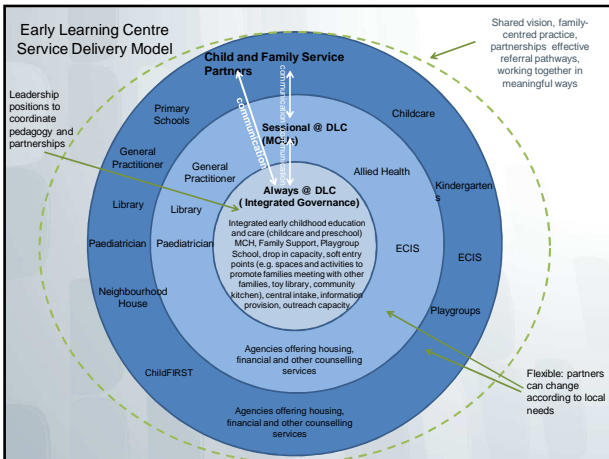


Thanks to Catharine Hydon

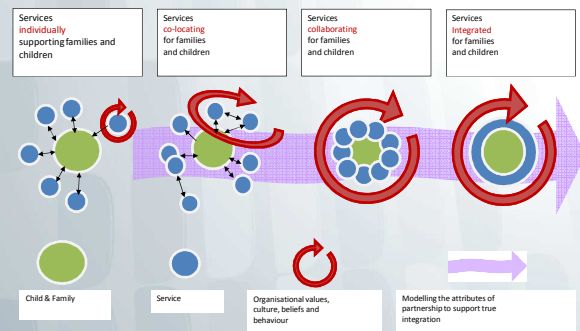


Integrated Children's Centre's (ICC)

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A Journey Towards Early Childhood Service Integration



Resources to support ICC



Evaluation of Victorian Children's Centres – Literature Review

Conducted by the Centre for Community Child Health in collaboration with DEECD to identify best practice approaches to the establishment and operation of children's hubs.

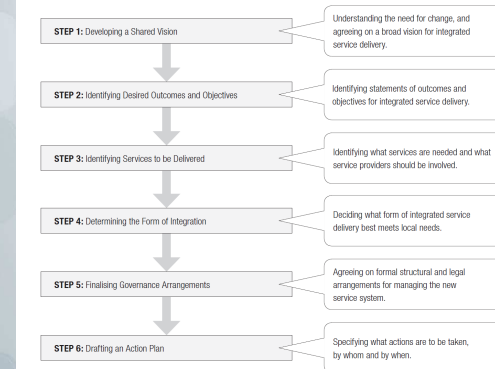


Evaluation of Victorian Children's Centres: Framework to support the establishment and operation of children's centres

A comprehensive guide and set of tools to support the establishment and operation of integrated children's centres.

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Resources to support ICC



Platforms: A guide to Integrated Service Delivery, CCCH (2009)

Guiding Principles

Aim to identify best practice approaches to the establishment and operation of children's hubs

- Developed through an analysis of the literature
- Developed in consultation with early years service managers and practitioners



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Guiding Principles

Governance and planning is informed and inclusive

Service philosophy and provision is driven by the needs of children and their families

Child, family and community participation is actively promoted and supported

Professional practice is based on respectful relationships

Children's centre practice and programs are evaluated and reviewed



Evaluation of Victorian Children's Centres (2010)

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What can be expected?

- Integrated services should not be expected to have a direct impact on child and family outcomes: what they do is improve access to services and to social support, both of which will contribute to improved outcomes.
- *A building can only do so much!*



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What are the direct outcomes?

- Ease of access and information to early childhood and family support services
- Services: Greater likelihood of evidence-based interventions being used
- Families: stronger social support networks
- Health and developmental problems diagnosed earlier – more prompt referral
- Parenting and family functioning issues recognised earlier – more prompt referral.



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What are the broad outcomes?

- If the direct outcomes are achieved there is an indirect flow-on contribution to achieving the broader outcomes
 - Improvements in the health, well-being and development of the children involved
 - Improvements in the school readiness of the children involved
 - Improvements in general family functioning of the families involved
 - Improvements in the ability of the families involved to meet their children's learning and care needs

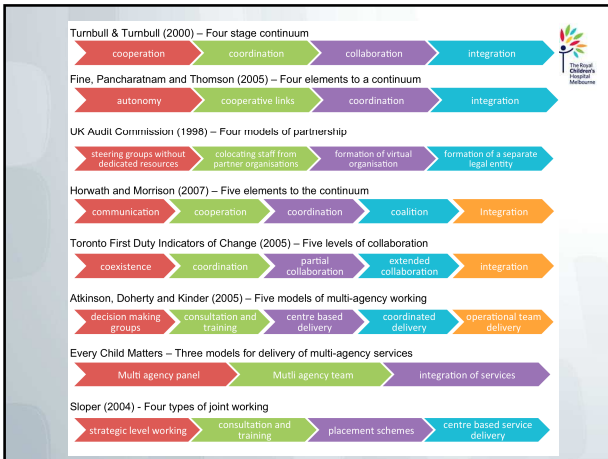


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Things to keep in mind



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The Royal Children's Hospital Melbourne

Evidence of the impact of integration is somewhat limited.

Moore & Skinner, 2010

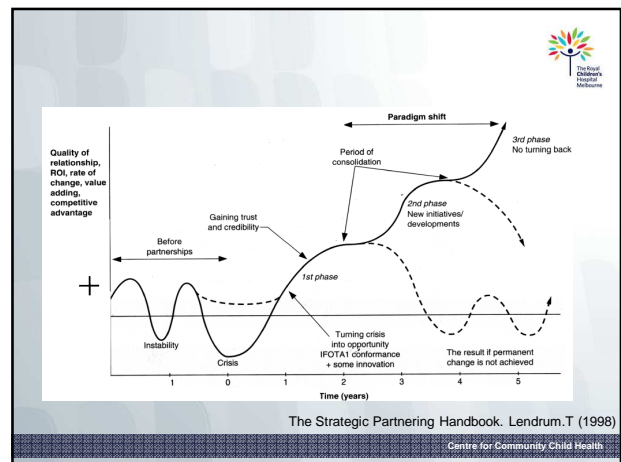
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The Royal Children's Hospital Melbourne

The **quality** rather than the type of integration is what matters in terms of improving outcomes

Siraj-Blatchford & Siraj-Blatchford, 2009

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The Royal Children's Hospital Melbourne

Effective solutions never come from separate programs or services tackling the problems in isolation from the surrounding community. They come from integrated, wrap around, linked efforts across a whole range of community agencies aimed at improving the quality of life and support

Halfon 2005

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The Royal Children's Hospital Melbourne

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