

# Pathway to change

Name \_\_\_\_\_

Date \_\_\_\_\_



Situation		Understanding	Actions
What happened in the past?	What is happening now?	What keeps the issue going?	What changes need to happen?
What triggers this now?		What could happen if things don't change?	How will we do it?
Who is affected and how?	What positives and strengths are there?		What will it look like when it has changed?

*How likely is this? 0-10*  
*How serious is this? 0-10*  
*(0 not likely/serious at all - 10 extremely likely/serious)*

# How to use the pathway to change



The blue boxes in the model record information about what is happening currently and what has happened in the recent and more distant past. There is a specific box to capture strengths and positive features of the situation.

When you are meeting with families and other professionals to gather information, it will not necessarily be helpful to work through the boxes in order, you will probably want to work backwards and forwards between them as the stories unfold. Remember to capture information about the context for the family, for example housing or low income.

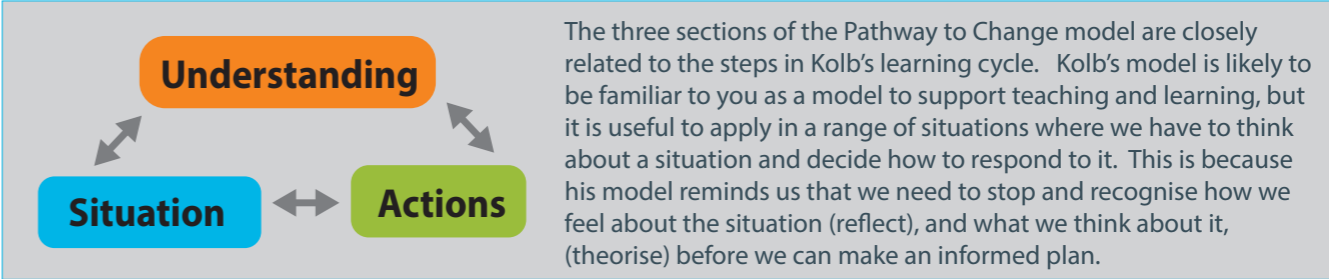
Reflecting - recognise how we feel about something- is essential in relational practice. In this model it is structured by asking the question ‘who has been affected and how’. It is important to recognise how you as a professional feel about the situation, although you will need to think carefully about what is helpful to include in the family’s assessment. You may want to discuss this with your supervisor.

The orange boxes in the middle, described as ‘understanding’ correspond to theorising in Kolb’s model. These are used to explore what is maintaining the current situation that we are worried about or want to change, and what harmful things could happen in the future, ie risk, if change doesn’t happen.

The final green boxes record the plan, and what we want the plan to achieve. Putting the plan into practice corresponds to the 4th stage in Kolb’s model (active experimentation). When we review the plan, the cycle begins again.

We often talk about assessment as a continuous process. What this means is that if something about the situation changes, we need to identify who has been affected by the change, revisit our understanding, and consider whether to revise the plan.

Pathway to Change is a model to support assessments which are restorative and rigorous. It builds on the practice of holding restorative conversations with families about what has happened, who has been affected and what needs to happen now. It enables us to think carefully about what is happening at the moment that needs to change, what is preventing that change from happening, and what harm might happen in the future that we want to prevent (risk).



The three sections of the Pathway to Change model are closely related to the steps in Kolb’s learning cycle. Kolb’s model is likely to be familiar to you as a model to support teaching and learning, but it is useful to apply in a range of situations where we have to think about a situation and decide how to respond to it. This is because his model reminds us that we need to stop and recognise how we feel about the situation (reflect), and what we think about it, (theorise) before we can make an informed plan.

## Pathway to change

Name \_\_\_\_\_

Date \_\_\_\_\_



**What happened in the past?**

History is very important to help us understand the present, and make judgements about what could happen in the future. We are interested in patterns and exceptions to patterns. You should review/update the chronology on the file, and summarise the relevant patterns, exceptions and significant events here.

**What triggers this now?**

What are the immediate triggers to things we are worried about or want to change? This section is about things that are part of the current picture. For example if a child goes missing frequently we would be interested to know that there is a pattern of missing episodes being immediately preceded by them receiving text messages, or having an argument with a carer.

**Who is affected and how?**

Who is affected by the concerns or circumstances we are trying to change? Think about this from the perspectives of all the family members, particularly the child.

**What is happening now?**

What is happening that has resulted in the assessment being conducted. Ask the family to explain this in their own words, and develop a way of expressing the answer to this question that you and they can agree to work with.

**What positives and strengths are there?**

These are the family resources that we will use to build a plan.

**What keeps the issue going?**

We are interested to understand what factors maintain the current situation, because our plan will need to tackle these. These might include competing needs and priorities, power relationships and patterns of service delivery.

If you have not been able to agree a shared view (alignment) with either the family or significant partner agencies about what needs to change, and what could happen if things don’t change, this would be a relevant factor to include.

**What could happen if things don’t change?**

This section looks at risk, ie harm that could happen in the future. If members of the family and professionals have different worries, note these separately. As well as recording each concern, scale how serious the harm could be, and how likely it is. If you and the family are not able to agree the score, state the different views.

*How likely is this? 0-10*  
*How serious is this? 0-10*  
*(0 not likely/serious at all - 10 extremely likely/serious)*

**What changes need to happen?**

Factors maintaining the current situation should be the focus of the plan. Prioritise by selecting issues where we do not have alignment and ‘powerful’ issues that you think are having a strong influence on the current situation.

**How will we do it?**

What is going to happen, by whom and by when.

Focus on what is needed to make the agreed changes. Be SMART: Specific (who, what, where, when, which, why?); Measurable (How much? How many?); Achievable; Relevant; Timely.

**What will it look like when it has changed?**

Describe what people will see, hear and experience when the changes have taken effect. Think about this from a range of perspectives: the child and members of their family as well as you and your partners.