

MLA EAST OF ENGLAND LEARNING NETWORK PROJECT

Background Information

Service name	King's Lynn Museums (Norfolk County Council, Cultural Services)
Description of activity / project	An activity for Aspergers children.
Timescale (or ongoing)	One off two hour session (We have an ongoing relationship with Starfish and have done a number of one off sessions with their clients)
Main audience / user focus	Asperger children and parents
Partners	Starfish a Primary Care Trust funded organisation to support children and families who have Asperger children.
Project / programme objectives	To look at how cultural activities can help towards social communication and interaction.
GLO and GSO piloting objectives	Stronger and Safer Communities Health and Well-Being Strengthening Public Life
Contact details	Stuart Hall, Community Outreach officer, Lynn Museum, Market Street, King's Lynn, Norfolk PE301NL

1. **What** were the key outcome(s) measured Please see attached sheet.
2. **How** you measured the extent to which the outcome / outcomes were met (Include any of the following developed for your project: questionnaires; interview or focus group guides; observation schedules)
We used evaluation form and interview.
3. **Who** you collected evidence from. The evidence was collected from separate evaluation forms for children, parents and Starfish staff.
4. **Who** collected the evidence? Museum staff collected the evidence.
5. **How** you analysed the evidence? Each evaluation form was looked at for direct linkage to the policy context so that outcomes could be coded.
6. **How** you presented the findings (Include a summary of the findings)

I have presented the finding of both the piloting process and the outcomes to the NMAS learning team.
7. **How** you used, or plan to use, the findings

(For example to inform service development or for advocacy)

I intend to use the findings as starting point for developing a more comprehensive system for capturing social outcomes. It was hard to adapt the language from the 'social outcome theme' into an accessible format for parents and children. In comparison professional staff gave extensive replies to the questions. Parents were interviewed but gave very little in terms of GSO's. However, the session was a pilot and it has provided me with extensive experience on how to change, improve and the use the GSOs in future. I am convinced GSO's are a very useful tool.

8. Comments on the piloting process

(Including what you learned, what went well and any challenges or problems)

As I have already mentioned trying to compose suitable evaluation questions in an accessible language proved difficult. However Starfish had no problem filling in the boxes, therefore I need to spend more time on adapting the language if I am to use evaluation forms for this purpose in the future. The main limitation is that I found using the GSO's is not the most effective use for them. A stand-alone 2-hour session is unlikely to produce any great social change. This is especially true for Aspergers children who take a long time to alter behaviour. The most important results came from Starfish staff who know the children and can see any change in behaviour be that communication or interaction. I am positive that the real benefit from GSO's is with longer term projects where baseline data is collected before the start of a project. I have tested this out against a project I have worked on with Traveller teenagers who made a film about their family history and experiences. It was very easy to code GSO's against the film, as there were some very defined statements from the young travellers.

9. Finally, give details of anything that surprised you about the piloting process.

I was surprised that there was no question bank of evaluation questions similar to those found with GLO's.

Evaluation of Generic Social Outcomes Pilot Session: Kings Lynn Museum

The following are the recorded outcomes from an evaluation of Generic Social Outcomes following a two-hour session led by the Community Outreach Officer for Lynn Museums. The session was organised in partnership with Starfish a Primary Care Trust funded organisation that works with children who are diagnosed with Aspergers. We have previously have organised stand-alone sessions previous years.

Recorded outcome	GSO theme	Policy Context theme
'Our children look forward to these events every year. The parents say they 'pester them to come again. Our children remember the sensory experience well – the touching seeing and making.'	Health and Well-Being 4 - Helping children and young people to enjoy life and make a positive contribution	Contribute to the enjoyment and achievement of children and young people through increased participation in a broad range of high quality cultural activities (Local Area Agreement, Block 1iii – CYP: Children and young people)
'Some of our parents have not had the opportunity to watch their children in sessions before. This is an ideal setting to see them achieve and be happy.'	Stronger and Safer Communities 3 - Encouraging familial ties and relationships	Strengthen community cohesion (Local and Central Government Shared Priority 4 - Stronger and Safer Communities)
'The profile of the children tends to be obsessive and very focussed; they remind us about the dinosaur artefacts and holding old pieces. This is very popular.'	Health and Well-Being 4 - Helping children and young people to enjoy life and make a positive contribution	Supporting the mental and emotional health of children and young people (Local Area Agreement, Block 1ii – CYP: Children and young people)
'Our service has been impressed with the sessions and how their children have mixed/ socialised, which is their particular weakness.'	Health and Well-Being 4 - Helping children and young people to enjoy life and make a positive contribution	Children and young people achieve personal and social development and enjoy recreation (Every Child Matters - Enjoy and achieve iv)
'They are able to socialise in a non- threatening environment – the engagement with their peers and willingness to participate is excellent.'	Strengthening Public Life 3 - Providing safe, inclusive and trusted public spaces	Enrich individual lives, strengthen communities and improve places where people live through culture and sport (Local Area Agreement - Cross-Cutting)
'These sessions are really valuable to our children – these are an opportunity for our more complex children and young	Strengthening Public Life 2 - Building the capacity of	Appropriate and accessible learning opportunities, both for citizens and community groups (Civil Renewal Unit

Recorded outcome	GSO theme	Policy Context theme
people to gather in small groups and enjoy themselves whilst they learn – the work they have produced is of high quality’	community and voluntary groups	‘Firm Foundations’ Framework Priorities, FFF1)
‘The children have all said it for us’ ‘Please more of the same’ ‘Learning and doing in a “safe” understanding environment.’	As above	As above
‘Starfish has every intention of supporting these opportunities in the future – we feel it should develop through the parents – so that they can own these activities.’	Strengthening Public Life 2 - Building the capacity of community and voluntary groups	Development and support of community anchor organisations (Civil Renewal Unit ‘Firm Foundations’ Framework Priorities, FFF2)
‘The children who attended found the sessions very good. They liked making the various things, learning new skills, sharing time with their peers and being creative. It was a very new experience for them’	Health and Well-Being 4 - Helping children and young people to enjoy life and make a positive contribution	Contribute to the enjoyment and achievement of children and young people through increased participation in a broad range of high quality cultural activities (Local Area Agreement, Block 1iii – CYP: Children and young people)
‘Provides child and family meaningful time together, working together and produces an outcome which they were very proud of means the family do spend quality time in what can be a busy life which promotes family relationships.’	Stronger and Safer Communities 3 - Encouraging familial ties and relationships	Strengthen community cohesion (Local and Central Government Shared Priority 4 - Stronger and Safer Communities)
I think they enjoyed it and felt they had made a real contribution, something to proud of. Stuart was well prepared and able to adapt readily to meet the children’s interest and level of ability development level.’	Health and Well-Being 4 - Helping children and young people to enjoy life and make a positive contribution	Supporting the mental and emotional health of children and young people (Local Area Agreement, Block 1ii – CYP: Children and young people)
Provided a shared interest to talk to others, family, peers and helpers. We were impressed at how the children and their families engaged and this has lead to some continued relationships, which is great.’	Stronger and Safer Communities 3 - Encouraging familial ties and relationships	Strengthen community cohesion (Local and Central Government Shared Priority 4 - Stronger and Safer Communities)
‘There is very little available for children with social	Health and Well-Being 4 - Helping	Children and young people achieve personal and social

Recorded outcome	GSO theme	Policy Context theme
<p>communication difficulties and this is very well suited to them. The children gain a great deal, in terms of self -esteem, confidence, new knowledge (e.g. history of other cultures which otherwise they would not.-'</p>	<p>children and young people to enjoy life and make a positive contribution</p>	<p>development and enjoy recreation (Every Child Matters - Make a positive contribution iv)</p>