Pathways of Care Longitudinal Study

The artist is a young person who grew up in care.

“The banner shows many pathways through the care system with a carer or caseworker acting as a guide, ultimately leading to independence for every young person. Whether we live with family or strangers, study, work, or just try our best, the paths we choose and are guided through in our youth are what we use to prepare ourselves for the happiest adulthood we can achieve” Billy Black

Overview of the POCLS
Methodology of Longitudinal Surveys II Conference, 26 July 2018

Marina Paxman, Dr Johanna Watson (FACS Insights, Analysis and Research)
Andrew Cubie (Ipsos) (presenter), Professor Judy Cashmore (University of Sydney)
Acknowledgement

We acknowledge Aboriginal nations as the first people of Australia and pay our respects to their Elders past and present. And we extend our respect to Aboriginal children and young people who are the future Elders.

We remember the Stolen Generations – Aboriginal and Torres Strait Islander children forcibly removed from their families, communities and culture under past government practices.
The Pathways of Care Longitudinal Study

• A large scale prospective longitudinal study of children and young people entering out-of-home care (OOHC) in NSW for the first time (on final children’s court orders)

• Children and young people in the study are followed overtime regardless of their trajectories (e.g. placement changes, restoration, adoption or ageing out)
Outline

• Background and rationale
• Study design & data sources
• Standardised measures over
• Maximising participation
• Challenges
• Next steps
Total number of children in OOHC in NSW
18,780 of which 38% Aboriginal children.

Placement type
42% foster care; 48% relative/kin and 3% residential.

Case management in statutory care only
Transition to NGOs began in 2012. As at June 2017, 54% of 15,151 children were with non-government OOHC agencies.

Commonly reported risk of harm issues
Neglect, domestic violence, physical, sexual and emotional abuse.
OOHC reforms in NSW

Permanency pathways
Family preservation, restoration, guardianship orders, adoption and Parental Responsibility to the Minister.

Their Futures Matter
Long-term strategy for improving outcomes for vulnerable children and families in OOHC in NSW.

Office of the Children's Guardian
Sets standards in OOHC and agency accreditation.
Aims of the study

To describe children’s pathways
- **into care**: characteristics, child protection history, early intervention
- **through care**: eg access to services, placements, development, family contact, casework, friends and school
- **out of care**: eg restoration, adoption, leaving care at 18 years

To understand factors influencing child outcomes
- physical health, socio-emotional wellbeing, cognitive/learning ability

To inform policy and practice to improve the service system
Who is conducting this study?

NSW Department of Family & Community Services with assistance from:

- Professor Judy Cashmore (University of Sydney)
- Professor Paul Delfabbro (University of Adelaide)
- Professor Ilan Katz (University of NSW)
- Dr Fred Wulczyn, Chapin Hall, University of Chicago
- Australian Institute of Family Studies
- Sax Institute
- Ipsos (data collection as I-view)
Study population cohort
Entered OOHC on interim orders May 2010-October 2011 (n=4,126)

Final orders cohort
Children's Court order by April 2013 (n=2,828)

Interview cohort
(n=1,789)

Wave 1 n=1,285
Wave 2 n=1,200
Wave 3 n=1,033
Wave 4&5 ongoing
POCLS data collection timelines

Mode of data collection:
- Teacher on-line survey
- Caseworker on-line survey
- Child & caregiver interviews every 18-24 months

Entry into Care
Sample Recruitment
Sample Tracking & Re-Recruitment (placement changes)

Record Linkage Data
Child Protection, Out-of-Home Care, Education, Health and Offending Data
Data Sources

**In-depth interview data**
- Children & carers (n=1,789)
  - W1 n=1,285 / W2 n=1,200 / W3 n=1,033 / W4 & 5 ongoing

**On-line surveys**
- Caseworkers & Teachers (n=1,617 of 2,828)
  - (childcare/school)
  - (n=673 ongoing)

**FACS records**
- Child protection & OOHC placements (n=4,126)

**Linked records**
- Health, Education, Australian Early Development Census, Offending (n=4,126)
Data Sources

- FACS administrative child protection data
- POCLS population cohort of children entering care between May 2010 and October 2011 (n=4,128)
- No final care and protection orders (n=1,298)
- Final care and protection orders (n=2,828)
- Final orders interview cohort (n=1,789)
- Case worker survey
- Child interview
- Carer interview
- Teacher survey
- Child demographic data
- Child protection reports and OOHC placements
- Combined FACS administrative, interview and survey data
- POCLS ID
- POCLS Database Interview and on-line survey data linked to FACS, Health, Education and Justice administrative data
- CHReL for data linkage
- Australian Early Development Census
- NAPLAN
- Re-offending database (ROD)
- Register of Births, Deaths and Marriages
- ABS Mortality data
- NSW Perinatal Collection
- NSW Emergency Department data
- NSW Admitted Patients
- Mental Health – Ambulatory data
### Longitudinal measures of child development

<table>
<thead>
<tr>
<th>OUTCOME DOMAINS</th>
<th>9-35 mths</th>
<th>3-5 yrs</th>
<th>6-11 yrs</th>
<th>12-17 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>ROSH (age, free, duration, severity, type, parental risk)</td>
<td>ROSH</td>
<td>ROSH</td>
<td>ROSH</td>
</tr>
<tr>
<td>Physical health</td>
<td>Carer rating (number of health problems)</td>
<td>Carer rating</td>
<td>Carer rating</td>
<td>Carer rating</td>
</tr>
<tr>
<td>Physical development</td>
<td>ASQ (fine and gross motor)</td>
<td>ASQ</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Socio-emotional development</td>
<td>BITSEA (W1) (internalisation &amp; externalisation)</td>
<td>CBCL</td>
<td>CBCL</td>
<td>CBCL</td>
</tr>
<tr>
<td>Social competence</td>
<td>ASQ</td>
<td>ASQ</td>
<td>CBCL</td>
<td>CBCL</td>
</tr>
<tr>
<td>Cognitive development - non verbal</td>
<td>ASQ</td>
<td>ASQ</td>
<td>MR-WISC</td>
<td>MR-WISC</td>
</tr>
<tr>
<td>Cognitive development - verbal</td>
<td>CSBS (9-23 mths); MCDI (24-35 mths)</td>
<td>PPVT</td>
<td>PPVT</td>
<td>PPVT</td>
</tr>
</tbody>
</table>

- **ROSH** Risk of Significant Harm
- **ASQ** Ages & Stages Questionnaire
- **BITSEA** Brief Infant Toddler Socio-emotional Assessment
- **CBCL** Child Behaviour Checklist
- **MR-WISC** Matrix Reasoning Test: Wechsler Intelligence Scale for Children
- **PPVT** Peabody Picture Vocabulary Test
- **CSBS** Communication & Symbolic Behaviour Scale
- **MCDI** MacArthur Bates Communicative Developmental Inventories
Child direct assessments (3-17 years)

Peabody Picture Vocabulary Test (PPVT) (3-17 years)

Matrix Reasoning Test (WISC IV) (6-16 years)

Felt security/closeness activity (7-17 years)
Child interview (7-17 years)

Short face-to-face interview (7-11 years)

ACASI iPad interview (12-17 years)

Age appropriate questions/ scales
• School & friends
• Health, behaviour & feelings
• Where they are living
• Casework and support
• Other comments

Gifts for participating
• Picture book (3-6 years)
• $20-$30 gift voucher (7-17 years)
Participation in the interview cohort: Wave 1-3

**Child & caregiver**
Wave 1 to 3 data collection involved 8,500 hours of in-depth interviewing, plus 5,000 hours travelling over 265,000kms. Total number of children participating in any wave is **1,479**.

**Teacher** on-line survey on their perspective of the child’s wellbeing – one survey per child. To date **670** surveys have been completed.
Maximising Participation

Challenges to Participation

- Length
- Time Poor
- Household Size
- Nature of Study
- Sample Mobility
- Interruptions
- Shy/reluctant children

Organisational Challenges

- Dispersed Sample
- Commitment challenges
- Appointment rescheduling
- Study complexity
- Household circumstances
- Logistical Difficulties
Fieldwork

Carers and Parents
- Flexibility with timings
- Interpreters offered
- Aboriginal interviewers offered
  - Offered to all Aboriginal carers
  - 22% specifically requested

Children/Young People
- Activities prioritised (3-17)
- Audio CASI (7-17)
- Audio CASI
  - Child-friendly theming
  - Updated for Wave 4 to maintain engagement

Interviewers
- Initial training
- Rebriefing, debriefing
- Maintain allocations
Child & Young Person Materials

Hello

What is this study about?
The Pathways of Care Longitudinal Study is one of the biggest studies being done today about children in Australia. The study is about how to improve things so children are happy and safe, get a good education, are healthy, see their family and friends, and are well looked after. It is important to hear from children and young people about their experiences and ideas.

We are getting ready for the next interview
You are invited to be part of this important study. We will be contacting you soon to ask if you would like to join in the upcoming interview. We just want to see how things have been going for you. Please watch the short video on the Pathways of Care Longitudinal Study for more information about the questions. ENQ enclosed or online: youtube.com/ChapinHALL. Remember, it would be great if you could join in but it is up to you.

Study's findings
All your answers from the interviews are kept securely in a database without your name, and the information is written up so that no one knows what you said. Reports will be on the study webpage and newsletters will be sent to you.

For more information and updates please visit the study webpage: www.community.nsw.gov.au/pathways
Phone the FACs researchers on 1800 997 960 or the i-view interviewers on 1800 105 088.

Ipsos

Pathways of Care Longitudinal Study

Study contacts & Information
E-mail: pathways@facs.nsw.gov.au
FACS researcher phone: 1800 997 960
i-view interviewers phone: 1800 105 088

Coles Group & Myer Gift Card
Twenty Dollars
$20

NSW Government

Family & Community Services

People here for you.
Any time. Any reason.

Lifeline
13 11 14
www.lifeline.org.au

Beyond Blue
1300 22 4636
www.beyondblue.org.au

Charter of rights for children and young people aged 7-17 years
Child & Young Person Self-Completion

1. About school, work & friends
2. Where are you living?
3. How you are feeling
4. Support
5. Any other thoughts?

Please tap on the next section (1. About school, work & friends) to continue...

Are you currently going to school?
- Yes
- No (I no longer go to school)
- Don't know
- Pass

At school, how often do you...?
(If not at school, answer for the school you last attended)

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Hardly ever</th>
<th>Never</th>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy being there?</td>
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<tr>
<td>Understand the work in class?</td>
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<tr>
<td>Try hard?</td>
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<tr>
<td>Feel it's important to do well?</td>
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</tbody>
</table>
Data Challenges

- Wide range in intervals between entry and each wave
- Children can start at any wave (not just wave 1)
- Highly complex dataset
- Different measures for different ages
- Differences for different carer types
- Limited data for older children who have already passed 18
Next Steps

- Collect Wave 4 data 2017-2018
- Collect Wave 5 data 2019-2020
- Sub-studies on new cohorts (After Care Study: 18 years plus)
- Undertake longitudinal data analyses Wave 1-3
- Establish POCLS databases and supporting documentation in the Secure Unified Research Environment (SURE) at the Sax Institute
- POCLS Advisory Group and stakeholder consultations
- Interactive dashboards and knowledge translation
Acknowledgements

- **FACS** for the investment in research and leading the POCLS
- **Children and young people** who are participating in the study
- **Carers and birthparents** who are participating in the study
- **Caseworkers, childcare and school teachers** who assisted with sample recruitment and completed on-line surveys
- **Create Foundation, AbSec and Connecting Carers** for assisting during the study design stage and supporting participants
- **Stakeholders and experts** who have provided support, assistance and advice
- **Ipsos/I-view interviewers** who collected the data
Ethics approval

Human Research Ethics Committee
University of New South Wales HREC (HC10335 & HC16542).

Aboriginal Ethics Committee
Approval from Aboriginal Health & Medical Research Council (AH&MRC) of NSW Ethics Committee (766/10).

NSW Department of Education
State Education Research Applications Process (SERAP) (2012260).

NSW Population & Health Services Research Ethics Committee
Cancer Institute New South Wales (HREC/14/CIPHS/74).
Further Information

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