

Defining Outcomes, a discussion document prepared by Sofia Alegria

Aspirations

“I want to finish all my assessments at the same time that everyone else”

Needs

“I get 15 minutes extra to do my assessments.
Sometimes I don't finish them at all”

Outcomes

(Putting together realistic aspirations with concrete needs of the child)

“By the end of Year 7, I should be able to identify which subjects I struggle to finish with the added time. By the end of Year 8, I should finish the majority of my assessments with the 15 minutes extra time provided. (...) I will be able to have control on the time spent on my assessments by Year 11, therefore will not always need extra time”.

An outcome can be defined as “the benefit or difference made to an individual as a result of a change” (Amide, 2015). From a person-centered perspective, outcomes should be tailored to and from the student and family. Outcomes should address and prioritise student's needs, whilst moving the student towards their future aspirations. An outcome doesn't always mean change, as it could be built on something that is working well already.

Based on a person-centered approach, EHCP processes can help identifying student's needs (from the Needs Assessment) and realistic aspirations, as well as bringing together strategies that already work and the ones would benefit from further consideration. Bearing in mind the outcomes will relate directly to the needs, EHCPs intend to prioritise them, help putting them in place with tailored steps towards achieving them.

Considering the example given above, actions can be: set a (more or less flexible) timeframe, scaffolding goals, like setting a grid with the necessary time for student to read and write, so s/he gains reflexive knowledge on his needs (20 minutes to read, 40 to write) & in initial stages, use a clock to remind student of time, which in a long time will make him feel in control of his own time.

As a transversal 'duty', these actions should be checked. If needs changed or actions are not successful enough, the process must be re-discussed with the student. As people, outcomes should be in constant change. As life, it is a cycle.

References

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