

Teledialogue



Helping social workers establish relevance in diverse data



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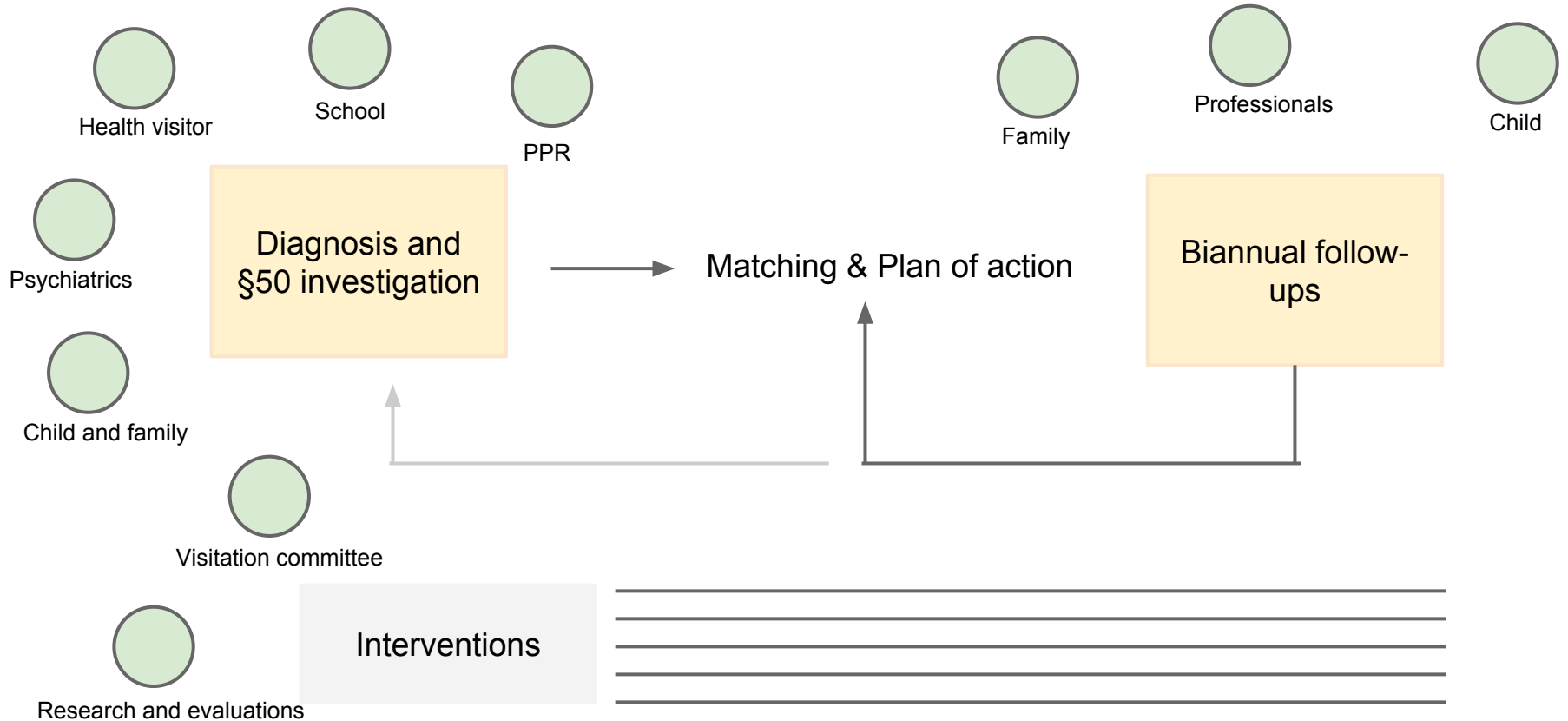
Context



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- Municipality of Herning
 - Children and prevention (social services)
- Developing and implementing *knowledge* based interventions in practice
 - Better *match* between children and social intervention
- Establishing a *relevant* knowledge base

Matching child and intervention



Big Data?



- A case about *lots of* data
 - Social services departments are collecting lots of data to inform the *matching* of children and intervention
- A case about *navigating* diverse data
 - Social workers operate with highly diverse data
 - statistics <> psychological assessments <> incident reporting <> statements from pedagogues...
- A case about establishing *relevance in practice*
 - Data provides *specific* and *partial* insights

Lots of data



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1. General data

- a. Evidence based programs
- b. Benchmarking, mixed methods, case-studies, job-swap, literature
- c. Ongoing evaluations and monitoring (qualitative & quantitative)

2. Data on specific children

- a. Statements from place of placements
- b. Reports from professional adults
- c. Statements from family and relatives
- d. Notes, minutes, evaluations..

3. 'Ethnographic' data and children's own interpretation

- a. Biannual physical visits (personrettede tilsyn)
- b. Dialogue via telephone, email, sms

From oligoptica, sturdy but extremely narrow views of the (connected) whole are made possible—as long as connections hold..

- *Bruno Latour*

The challenge # 1

- The available data provides *specific* and *partial* insights
 - They form *oligoptica* rather than *panoptica*
 - The ‘right’ matching and intervention is not a data-given
 - *Data informs rather than concludes*
- Each dataset is a ‘*perspective*’
 - There are *frictions*: parents <> pedagogues <> child <> parents <> statistics <> politics <> psychologists <> social theories
 - Facts / data do not exist independently from methods, theory, purpose...

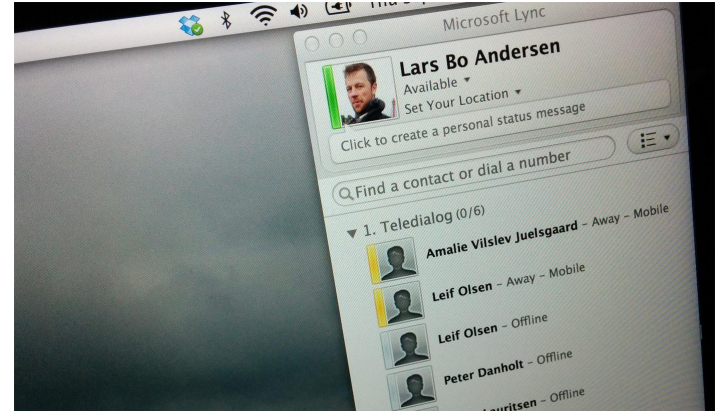
The challenge # 2

- Who holds the *'right'* to conclude?
 - Social workers hold the formal 'right' to conclude
 - Children hold valuable data on their own situation
 - Children should inform conclusions
- Frequent changes in social workers
 - Loss of *tacit / ethnographic* knowledge
 - Undermines trust and disruptive for dialogue
- Social workers are under great workload
 - The 'right' to interpret is often delegated to others



What is Teledialogue?

- Platform for dialogue between social workers and placed children
 - Videoconferencing, sms, chat...
- Purpose
 - To include children's perspective in casework
 - To improve the relation between social workers and children, to build *trust*
 - To strengthen the knowledge foundation of social work



Teledialogue in Herning



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- Teledialogue is part of a strategic effort to increase knowledge based social practice
 - Evidence based programs for interventions
 - The Sweden programme and teledialogue for matching
 - Putting social workers 'back in charge'
- The Sweden programme
 - Frequent follow-ups and more dialogue with children and their family
 - Reduction of number of children associated with each social workers
 - To establish a better knowledge foundation for social work