

SMART Planning Checklist

Specific **M**easurable **A**chievable **R**ealistic **T**imely

SPECIFIC

- Are desired outcomes for the child/young person well-defined and clear?
- Are actions concrete, detailed and focused? What exactly are people going to do?
- Do actions clearly spell out with/for whom the action applies? The child? Parent/carer? Professional?
- At the end of the planned actions/supports, what do we expect to have changed for the child/young person, parents/carers, or other family? Think about impact/effect on specific aspects of wellbeing

MEASURABLE

- Can progress against the outcomes/actions be measured?
- How will you know when this outcome has been achieved – what will this look like?
- How will you measure progress in the actions?
- Is the measurement source/target specified and identified? e.g. self-report/tools/feedback/discussions/observation of behaviours/records?

ACHIEVABLE

- Is the action achievable in the proposed time-frame?
- Are the outcomes/actions within a person's capabilities?
- Have any limitations or constraints been understood and taken into account?
- Is the number of tasks manageable? Is the right support in place to help the person achieve their goal?
- Do we need to prioritise some of the outcomes and actions?

REALISTIC

- Are outcomes and supporting actions relevant and proportionate?
- Are they within reach and possible?
- Can we achieve this with available resources, or do we need to explore additional support/services?
- Do we need to consider breaking this down into manageable steps?
- Are interventions/supports research and evidence based? Are they relevant to the desired outcomes?

TIMELY

- By when do we want to achieve this change? Are deadlines realistic?
- Have I set specific timescales for completion of each action e/g frequency, duration, by X date
- *Ongoing* or *ASAP* are not SMART timeframes, they are unspecific and vague
- If reaching a desired outcome will go beyond the review period, have I set milestone dates?
- Are timescales for overall review of the Child's Plan proportionate to the level of need/risk
- Could anything impact on the timeframes? How can I mitigate this?
- Consider impact/consequences if progress is not being made and any need for contingency planning

SMART Planning Checklist

The Child's Plan is a key document for the child/young person and family. Using the SMART process to develop the plan makes sure identified wellbeing needs are clear for the child/young person, parent/carers, and other professionals in the Team Around the Child.

A successful SMART Child's Plan should be robust and focussed. It clearly sets out expected tasks and specifies what support is being put in place to help the family achieve their goals. The Child's Plan should be used as a working document which effects change through the Team Around the Child and family to positively impact on a child/young person's wellbeing.

- Specific:** "Meet Kiera twice a week in school to do 1:1 work on self-esteem" is specific. 'Monitor Keira' is unclear and not specific.
- Measurable:** If you can't measure progress of actions or articulate how you will know when an outcome is achieved, you may have to rewrite these more clearly.
- Achievable:** Avoid setting people up to fail with unachievable expectations - overwhelmed people become discouraged and disengage. It's not realistic to expect people to make several big changes simultaneously.
- Realistic:** The Child's Plan creates stepping stones which makes reaching goals realistic for a family. e.g It's not possible to raise a child's attendance at school from 25% to 95% in a 2-week period so we should look at breaking this down into interim goals.
- Timely:** Timescales should realistic but also have primary consideration of a child/young person's wellbeing. This means basic needs must not be left unmet and fundamental parenting requirements should be fulfilled. If we have been providing support to the same family for a year with no changes being seen, is it reasonable to set another few months to review progress, or should we be doing something different now?

Good Outcomes means:

Be concise: Outcomes and actions should be to the point

Be jargon-free: Use plain language and no acronyms. Families should be familiar with any concepts written in the actions and goals.

Be relevant: Actions should directly contribute to achieving an overarching Desired Outcome

Robust review: Am I doing what I planned to with the child/family member? Is my work having the anticipated impact? Do I need to change my contribution to the Child's Plan?

Be Rights-based: Am I working with the child/young person and family in a way which empowers them? Am I creating a positive and nurturing working relationship?

Recognise Success: Celebrating and recording completed tasks creates a sense of achievement for a child/young person and family. If a child/young person comes back in 20 years to view their file, they will be able to see what support was in place and the impact this had on their life.

Helpful Resources: [Aberdeenshire GIRFEC Guidance](#)

[IRISS: Leading for Outcomes – Children and Young People Appendix 4](#)