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# A mixed methods realist evaluation of a Digital Life Story work platform: what works, for whom, under what circumstances and how?

## Abstract

Life Story Work is a fundamental in children's state care. It is a process of helping children make sense of their experiences to promote their well-being. As society increasingly uses online repositories to store digital artefacts, interest in commissioning Digital Life Story Work platforms grows. However, why, how, when, for whom and in what circumstances such platforms may help support children with experience of living in state care is unknown. Addressing this gap, we report on the first widespread rollout of a Digital Life Story Work platform across one English Local Authority. Utilising a participatory realist evaluation approach, we collected data from 119 participants and involved peer-researchers throughout. This paper presents our final programme theory. This illustrates that Digital Life Story Work is more likely to be optimal when it is: flexible and person-centred; provides future storytelling prompts; starts early; begins in the present; involves children, and constantly offers participation choices; records all aspects of everyday experiences and; when appropriate training and support is available. Findings provide key considerations for commissioners and implementers and begin to build a picture of how Digital Life Story Work platforms may become embedded in supporting children with experience of living in state care.

Keywords: Life Story Work; Digital Life Story Work; Children and Young People; Realist Evaluation, Co-researchers

## Teaser text

Taking pictures and videos using digital tools are an increasing feature of how children and young people with care experience are supported to reflect on their everyday experiences. Digital Life Story Work (DLSW) platforms offer secure Internet-based repositories to store this content. Such platforms have the potential to safeguard the childhood memories of children and young people with care experience. However, rolling out digital platforms is not straightforward. There are intricacies that are not understood and that need to be examined. We report on an evaluation of the first widespread roll-out of a DLSW platform in one English Local Authority. We asked not if such platforms 'work' but instead why, how, when, for whom and in what circumstances such platforms can be used to support children and young people with care experience. To do this, we used data from 119 participants (children and young people, foster carers, and social workers). Working with lived experience co-researchers to collect and analyse this data, we discuss ways to optimally roll-out and use DLSW platforms. We provide initial practice guidelines for commissioners (i.e. Directors of Services) and implementers (i.e. social workers and carers) to consider prior to rolling out DLSW platforms. Implications for policy, practice and research are explored.

# Introduction

Globally the integration of digital technologies within children's state care continues to gather pace (Behan-Devlin, 2024; Steiner, 2020). What began with the digitalisation of records has evolved to mirror social trends (DfE, 2023; Huda, 2022). However, in children's state care records are more than simply records. They are narratives that represent the experiences of those who lived them. This presents many opportunities and challenges. The increasing use of digital tools to record the everyday lives of children within social care creates a need for secure digital storage solutions. In wider society this need is being increasingly met by Cloud Storage, a way of storing digital data securely on the Internet that can be accessed anytime and from any location by those with permission.

Capitalising on this trend there is a growing number of Digital Life Story Work (DLSW) platforms being commissioned in children's state care. These are private spaces on which children, carers and social workers can upload content such as pictures and videos from a child's time in state care. However, why, how, when, for whom and in what circumstances such platforms may help support of children with experience of living in state care is unknown. Taking this as our starting point, this paper reports on a realist evaluation of the first widespread rollout of a DLSW platform in one English local authority.

## What is Life Story Work?

Life Story Work (LSW) is an umbrella term used to describe a range of approaches that aim to improve individual's well-being by promoting a sense of belonging, connectedness, identity and ethnic heritage to address gaps in self-knowledge, reframe past events, and increase positive future expectations (Herwig, 2022; Kontomichalos-Eyre et al., 2023; Prince et al., 2019; Rose, 2012; Taylor et al., 2022). Placing LSW on a continuum from 'high' to 'low' intensity is helpful to understand how it can be implemented more optimally. LSW is typically delivered as a 'high-intensity' intervention involving specialist professional input over a specified number of sessions and months making it expensive (Evans et al., 2023; Taylor et al., 2022). This sort of approach tries to provide age-appropriate explanations for how children and young people (CYP) came to live in state care (Rose, 2012). High intensity LSW tends not to start until certain parameters are achieved (e.g., CYP is considered 'stable' in their placement and/or relationships). This means many CYP either never receive any LSW or miss out on it as they age (C. Author; Kontomichalos-Eyre et al., 2023). Importantly, high-intensity LSW approaches have an endpoint, care experience does not.

Broadly speaking, low-intensity interventions vary according to whether their delivery involves support from a specialist professional (guided self-help) or not (self-help or support from a carer), as well as the mode (face-to-face and/or digital), duration, and intensity of services provided (Kazdin & Rabbitt, 2013). What we will refer to in this paper as Low-Intensity LSW (LI-LSW), is also known by other names (such as identity work, life journaling, memory books and everyday life story work). Promisingly, lower intensity forms of LSW are already being delivered by carers (D. Author), and the idea of using digital tools to help record and curate the memories of CYP with care experience continues to gather attention (C. Author).

## Digital Life Story Work

Digital Life Story Work (DLSW) is a term used to describe the integration of digital technologies within LSW. DLSW offers practitioners innovative ways to engage and empower CYP to produce, curate and store digital artefacts (A. Author). In recent years a greater number of Internet-based DLSW platforms has arisen. From a practice perspective, the potential to use DLSW platforms as a tool to assist with low-intensity LSW offers promise. In principle, DLSW platforms have the potential to: offer greater flexibility and efficiency to move with CYP than current conventional means – e.g. physical memory boxes; increased security with cloud-hosted encrypted storage and; the ability to restore deleted items (B. Author). They are however not a panacea (B. Author).

The idea of using a bespoke Internet-based space to store digital artefacts for CYP with care experience is not a new idea, with previous research examining the first known DLSW platform ‘bebook’ in depth (B. Author). Yet, from a commissioning and practice perspective, implementing digital technologies into children’s state care is far from simple. There are knowledge gaps and complexities that are not understood and that need to be examined.

## Methodology

In this study we utilised a realist approach to evaluation (Pawson & Tilley, 1997). First developed by Pawson and Tilley (1997), realist approaches have an explanatory nature that seek to step inside the often black-box of complex interventions and explain ‘what works for whom, in what circumstances and why’. Realist evaluations are suited to evaluating and understanding how and why different outcomes happen in complex interventions, such as DLSW (Pawson, 2006).

The task of realist evaluations is to develop, test and refine a Programme Theory, a detailed description of how an intervention is expected to lead to its impacts and in what conditions this should occur (Pawson & Tilley, 1997). Crucially, realist programme theories clearly articulate what causal processes (known as mechanisms in realist evaluations) will generate outcomes and what features of the context will affect whether these mechanisms will occur (Pawson, 2006). These are expressed as Context–Mechanism–Outcome–Configurations (CMOCs), with many CMOCs comprising a Programme Theory. Or as Pawson and Manzano-Santaella (2012) state: “a CMOC is a hypothesis that the programme works (O) because of the action of some underlying mechanisms (M), which only comes into operation in particular contexts (C).”

## Study site

Across 2023-2024, one English local authority widely rolled out a DLSW platform called CaringLife. This local authority had a diverse urban population with mixed levels of deprivation. To our knowledge, this was the first DLSW platform of its kind to be rolled out at scale in the United Kingdom (UK), offering a unique opportunity to get ahead of the curve. Details about the local authority are minimum to preserve anonymity.

## CaringLife: A DLSW platform

CaringLife aims to provide CYP with a digital place to access memories in a secure way (CaringLife, 2024). Like many on the market, the platform features different levels of administration rights. Administrative rights allow for individual CYP profiles to be created by social workers and linked to carers, with carers and CYP's profiles linked to their social worker. This enables social workers to moderate content uploaded by carers and/or CYP and add memories and documents to the CYP's profile themselves. When a CYP moves placements one carers' access rights to a CYP's profile are ended, and another carer becomes linked. More information about CaringLife can be found here (<https://www.youtube.com/watch?v=wc1LiiyCNiE&t=506s>).

Importantly in this paper we do not attempt to evaluate the effectiveness of CaringLife nor endorse/dismiss its procurement. Instead, the rollout at scale of CaringLife across one local authority provided an opportunity to generate a better understanding of why, how, when, for whom and in what circumstances DLSW platforms, (such as CaringLife) may promote well-being and well-being support for CYP with care experience.

## Data collection

### Qualitative sampling and data collection

Sampling for realist interviews is theory based (Pawson, 2006). Hence, we purposively sampled and collected the views of 23 participants along dimensions of diversity including ethnicity, age of child, length of placement and DLSW experiences. All qualitative data were audio-recorded and transcribed verbatim. Across the qualitative data collection and analysis, we were assisted by three lived experience experts aged 16-21 years of age (see Table 1 for more detail on participant demographics and differing data collection methods). We also analysed documentary evidence including information shared with carers and social workers relating to learning how to use and implement CaringLife. CaringLife themselves provided a mock CYP profile so we could explore functionality and discuss this with our Stakeholder Advisory Group (composition and purpose of Stakeholder Advisory Group set out below).

### Quantitative data collection

We extracted a mixture of routinely collected service use data (e.g., Carer Strength & Difficulties Questionnaires (SDQ) and school attendance and CaringLife usage data (e.g., number of uploads to a child's CaringLife profile) from 96 children, aged 8-17 years old who had a CaringLife profile (see Table 1).

## Analytical procedure

Realist evaluations usually start with the development of an initial Programme Theory (PrT) (Wong et al., 2017) – in our case an initial PrT of DLSW. To this end we used our team's prior understandings of DLSW (A. Author; B. Author; C. Author; D. Author), topic area knowledge gained from [removed for peer-review] realist literature review and consulted with a Stakeholder Advisory Group (comprised of young people with lived

experience and adult stakeholders (D. Author) to develop our initial PrT (see Figure 1). These individuals included experts with lived experience, social workers, foster carers, experts in residential care and Unaccompanied Asylum-Seeking Children (UASC)).

Next, we collected and extracted service use data from the local authority as outlined above. Transcripts were imported into NVivo 12. Data analysis was not linear, and involved iteration, discussion, and deliberation throughout. Earlier stages focused on refining our initial PrT and focusing data collection activities. Analysis of transcribed data involved reading and re-reading transcripts before coding. Coding involved purposeful mining for information relating to develop or test (confirm, refute, or refine) the CMOCs in our initial PrT. New CMOCs were created and refined as indicated by the primary data. Throughout the analysis we moved iteratively between the analysis of examples, refinement of our PrT, and further data collection to test specific parts of the PrT. We identified relationships between Contexts, Mechanisms, and Outcomes from within and across the different data sources.

Our quantitative analysis used descriptive (e.g., frequencies) and inferential statistics (e.g., correlations) to look for patterns. We also used our interpretations of any changes in the relevant quantitative data to confirm, refute or refine our CMOCs. Towards the end of the study, we consulted again with our Stakeholder Advisory Group before consolidating our final PrT. The different stages the evaluation followed are shown in Supplementary File 1: Stages leading to final Programme Theory.

## Ethical considerations

Ethical approval was provided by [removed for peer-review]. Throughout the study we remained sensitive to considerations related to doing the project (i.e., involvement and support for co-researchers and Stakeholder Advisory Group members with varied LSW experiences, online interviews with children aged 10-17 years, potential emotive nature of LSW) and doing the research (i.e., building rapport with CYP as young as 10-years-old during online interviews, balancing respectfully listening whilst directing participants away from sharing their own life story work experiences as opposed to how, why, when and in what contexts they use (or do not use) CaringLife). Participants were informed that identifying details would be replaced with pseudonyms at the point of transcription.

## Results and analysis

As highlighted above, we started by using prior knowledge and consultations with our Stakeholder Advisory Group to construct our initial PrT (see Figure 1). Importantly, the current study examined DLSW use across 0–17-year-olds but was characterised as ‘low-intensity LSW’ since it was implemented by carers, with no limits placed on duration. Data synthesis resulted in a consolidated programme theory from which a set of initial guidelines for why, how, when, for whom and in what circumstances can DLSW platforms promote well-being and well-being support for CYP with care experience was created (see Figure 2).

In the following section we provide a narrative summary of our findings. The knowledge claims we make in this summary are underpinned by 90 CMOCs. A detailed summary of the CMOCs developed and the evidence informing each is provided to aid transparency (see Supplementary File 2), with a concise summary found in Table 2. Our eight initial guidelines are based on our realist analysis and CMOCs. To aid commissioning decision making and practice optimisation, we also offer key learnings for each of our eight initial guidelines in Supplementary File 3.

## 1. Digital Life Story Work (DLSW) should be flexible and person-centred.

Underlying all aspects of DLSW implementation is the need for a flexible and person-centred approach (CMOC 1). Adaptations may need to be made owing to numerous factors, including but not limited to; age, developmental stage, point in care journey (i.e. transitioning within and beyond care), rapport with caring adults, relationship with birth relatives, cultural background, special educational needs, and disabilities (e.g., CMOCs 30, 31, 47 and 34.2). Adaptations may also reflect how DLSW platforms are interpreted by, or want to be used by, carers and CYP. For example, as a digital shoebox, diary, photo album etc.

## 2. DLSW should provide children and young people with somewhere to begin future storytelling.

The largest driver for commissioners and implementors of DLSW platforms was imagined futures. These were unspecified future points in time when CYP might revisit content. Content can prompt storytelling with caring adults, increasing shared understandings of experiences, and strengthening relationships with caring adults (CMOC 2, 3, 43).

*“Well, they [CYP] just get excited and then want to tell you more, it’s kind of like a talking point...it makes them feel that you care...further deepen your relationships, it makes them excited, re-living it...” SWK\_04 (CMOC 43)*

DLSW was viewed as accessible because practices involved recording and sharing via digital media, which are increasingly ubiquitous parts of daily life for many. When such practices were already part of caring adults’ daily lives, implementation of DLSW required less work (CMOC 49.4). The opposite can also occur, when caring adults prefer not to use digital services or have lower digital literacy (CMOC 49.1, 49.2).

Carers uploaded content to DLSW platforms for CYP to aid future storytelling, even when CYP were not directly involved, as they believed that it was in the best interest of the CYP (CMOC 5). This may involve the caring adult recording short video diaries about their everyday shared experiences with CYP without directly involving them. This is important as preserving memories for CYP to revisit (or not) is a future choice that is only possible if content is available.

Barriers to content providing start points for future storytelling included ownership and audience. Privacy and security features meant content on CaringLife was owned by the local authority who oversees each CYP profile. Yet, CYP’s CaringLife profile was

paid for by CYP and rolled out in the local authority as mandatory. When ownership of data on DLSW platforms is muddled, when who pays for them is not clear from the start and when CYP's enrolment is mandatory, implementation can be impacted because caring adults may feel mislead and CYP's choice is removed (CMOC 43.4, 43.5). Local authority ownership and social worker monitoring of CYP profiles can be a barrier to CYP engagement with DLSW because different audiences (linked carers and social workers) can see uploads (CMOC 43.1, 43.2). This can impact how DLSW platforms are engaged with, content uploaded, and in turn, CYP's feelings of authenticity of narratives and privacy (CMOC 43.3).

### 3. There is no 'bad time' to start DLSW, it should start early using everyday opportunities.

As soon as CYPs enter a placement, collecting and preserving everyday memories should start recording these initial first contacts in a sensitive manner (CMOC 26.1). For example, rather than photographing/recording the CYP immediately, the caring adult should upload a brief video/note from their perspective to the CYP sharing pertinent details (e.g. day of week CYP arrived, date and time they arrived, who brought them, what was the weather like, where had they come from, what were they wearing, what was their first meal in their new home, where did they eat it and who else was present). Writing or communicating accounts to the CYP helps caring adults be mindful of CYP as a future audience. Having auto-biographical memory cues available through uploads and annotations improves CYP's ability to construct memories, which positively impacts their ability to develop a coherent identity (CMOC 4). When memories are preserved on DLSW platforms by caring adults, risks of losing narratives are reduced (CMOC 6).

*"Yeah, so, I think it was after that first time at Pizza Express that she kind of felt a little bit like, 'Someone's taking photos of me and capturing small things that I don't know even know why you'd take a picture of that' but, you know, over time I think she likes that she can see everything that she's achieved and have a sense of, 'I did this'/or 'I had this experience.'" FC\_01 (CMOC 26.1)*

Carers need to balance quantity of uploads alongside quality of uploads. Caring adults need to ensure that artefacts contain contextual information for CYP to be able to make sense of events represented in content (CMOC 4, 4.1 and 36.1). Time stamps, for example, may function as storytelling aids by making narratives easier to sequence (CMOC 20). When quantity is prioritised over quality, the meaning of narratives can become lost. This can undermine the CYP's ability to construct a coherent identity for themselves (CMOC 4.2) and the value of the narratives can be reduced because they are unable to represent CYP's lived experience of everyday events (CMOC 36).

Investing time curating CYP's narratives should not be prioritised over recording the present day as this would mean future reflective starting points are lost because everyday events are not secured (CMOC 37). If the recording of life experiences is left until when/if CYP chose to engage or moves placement, important everyday memories and/or information are lost (CMOC 6). When Commissioners (such as Directors of Services) communicate these priorities clearly and consistently, implementors (such as principal and children's social workers and carers) are more likely to prioritise this work (CMOC 48).



Trusting relationships can be built through consistent repeated positive engagements with DLSW between caring adults and CYP, when they engage in challenging CYP's previously held negative relational beliefs (CMOC 14); reflective opportunities to talk comfortably about everyday events (CMOC 18) and construct positive narratives (CMOC 27).

#### 4. DLSW should begin in the present, this helps to secure memories.

Beginning in the present and taking advantage of everyday moments can support caring adults and CYP to develop their relationships, as well as encourage consistent opportunities for CYP to develop and reflect on narratives of their lived experiences (CMOC 2, 8, 9, 9.1 10, 12, 14 and 15).

DLSW platforms can be implemented in ways that encourage regular times for reminiscence and/or reflective practices (CMOC 9). This can create opportunities for caring adults and CYP to build their relationships through quality time and by conveying trust and respect (CMOC 8). CYP can struggle to accept narratives that do not resonate with their lived experiences, which may occur if they are not actively involved in the construction of these narratives (CMOC 24). However, CYP may not always be willing and/or able to be actively involved (e.g., babies, younger children or due to CYP choice). In these cases, having caring adults who show interest in collecting and collating their memories for CYP can demonstrate to the CYP that they value spending time with them, and that their experiences are worth remembering, and in turn increase CYP's sense of self-worth and self-esteem (CMOC 9.1).

*"...I think he quite likes that I upload the things and then I show them to him.... I show...him...that I'm interested enough to pull these things together, I just don't think...he wants to exert himself to do it himself but I think he quite likes...that I do it" – FC\_06 (CMOC 9.1)*

Quantitative data used to test this CMOC examined if changes in SDQ scores related to the number of uploads made to a CYP profile. The inference here being that CYP's sense of self-worth and self-esteem (the outcome of CMOC 9.1) may be shown in this routinely collected but broad mental health measure. However, there was no significant correlation ( $r_s(44) = -.039$ ,  $p = .805$ ). Participants had lower SDQ (better) scores before using CaringLife ( $Mdn = 11.00$ ) than after ( $Mdn = 12.00$ ). A Wilcoxon Test confirmed that this was not a significant difference ( $W = 227$ ,  $z = -.1.444$ ,  $p = .149$ ). This indicates that several factors may be at play and that number of uploads does not equate to improvements in CYP well-being. Implementors therefore need to move beyond amount of content uploaded as a signal of impact.

#### 5. Content uploading should involve children and young people's participation choices whenever possible.

DLSW platforms may be more beneficial to CYP when they engage in creating and collating content. However, not all CYP want and/or feel able to engage with DLSW platforms and decisions are often fluid. Participation is fluid, about choice and does not look the same for everyone.

Caring adults should be sensitive to the different levels of participation and constantly offer CYP the choice of if and how they choose to participate or not (CMOC 1.2, 1.5, 41.5, 41.6). This may include the CYP: totally 'outsourcing' this task to caring adults; signing off or vetoing certain uploads; preferring to use other existing apps to record their own memories (CMOC 41.6) or a dynamic combination of these preferences (CMOC 41.5). When supporting a baby or toddler, carers need to lead the recording of everyday events and milestones because CYPs is unable to do this for themselves (CMOC 1.1).

*"I've got carers who have put a lot of content on there; photos, short videos of them doing different things, also for baby carers, I guess, because babies are completely relying on foster carers to build their memories at that stage of life...." – SWK\_03 (CMOC 1.1)*

Quantitative analysis looked to test age related uploads to test CMOC 1.1. Age groups were patterned off the Key Stages guidance in UK National Curriculum. Ages 7,8,9, and 10 are Group 1; ages 11, 12, and 13 are Group 2; ages 14, 15, and 16 are Group 3; and ages 17 and 18 are Group 4. Group 4 does not follow the key stages as they fall outside of the age boundaries addressed by the UK National Curriculum. A Kruskal-Wallis test was performed on Groups 1-3, and indicated that there was a significant difference between the number of uploads between age groups ( $H(2) = 6.90, p = .031$ ). However, pairwise comparisons were run, and it was found that no significant difference were found between individual groups. Taken together this tentatively highlights to implementors an equality of content uploads across CYP's care journeys. However, we are unable to comment on who (CYP, carers, social workers) were responsible for the number of uploads or if this changed as CYP aged or if this related to placement length.

Nevertheless, qualitative data indicated that as the CYP becomes more able to participate, the caring adult needs to facilitate participation opportunities, so the memories are more linked to the CYP's experiences and generate a sense of belonging for the CYP and trust building in the caring relationship (CMOC 1.2). While CYP may not wish to engage in DLSW themselves, in cases where they take photos of themselves (e.g., for social media), carers should ask if the CYP would be happy to share some of these photos with them to ensure these are stored and accessible for future use (CMOC 1.5).

*"His thing at the moment is, oh, god help me, snails... so he's photographing those at the moment...so no doubt he'll be asking me to put them on his CaringLife." FC\_04 (CMOC 1.2)*

Participation relates to DLSW's alignment with CYP's everyday digital practices. Older CYP who use social media and have access to it through their own devices, may choose to participate in the construction of narrative accounts and in turn create authentic accounts which resonate with their life experiences (CMOC 41.5). However, older CYP can view DLSW as less preferable to other widespread digital storage solutions/social media (e.g., iCloud, WhatsApp). This can mean older CYP are less likely to engage with DLSW platforms (CMOC 41.6). This may mean narratives created by their caring adults may not resonate with them. Data were sparse in relation to this element, however our Stakeholder Advisory Group suggested that dependent upon their care journeys, older CYPs may not engage because of wanting to manage their privacy (CMOC 43.3).

## **6. CYP should be constantly offered participation choices.**

Where appropriate CYP's views about what is and is not uploaded supports CYP's level of participation by giving them a sense of control, ownership and power which supports their engagement (CMOC 1.6). Editorial control over content supports CYP to feel more positive about the content and experience greater ownership of their story (CMOC 38), this extends to choice over content format (CMOC 33).

Alongside the imagined futures, examined above, another key driver for commissioners and implementors was the ability of DLSW platforms to keep content protected from being lost or purposefully/accidentally destroyed (CMOC 40). However, our analysis also showed that this deprived CYP the potentially cathartic choice of destroying certain content (CMOC 40.1). The platform did allow CYP who used their CaringLife profiles to delete content from view, but this content was still viewable by those with carer and social worker administrative permissions. Data were sparse in relation to this element, however our Stakeholder Advisory Group suggested CYP should be able to delete content, but that the 'hide' feature did seem to act on CYP's best interest.

Data also suggested that using DLSW platforms in isolation is suboptimal due to their inability to richly represent smell or tactile experiences. This may result in fewer sensory triggers which may provide more holistic points of reference on which to reminisce for some CYP (CMOC 41.3 and 41.4).

## **7. DLSW should record all aspects of everyday experiences**

Content on DLSW platforms tended to represent events experienced as positive at the time of recording. This enabled caring relationships to promote CYP well-being and identity by reflecting and/or scripting/reframing experiences, reducing limiting self-narratives and generating positive future expectations (CMOC 27, 28, 44, 45 and 46).

Data also indicated that when content that represents events experienced as negative at the time of recording are discussed sensitively with a caring adult, difficulties can be reframed as opportunities to illustrate areas of personal growth (CMOC 45). Providing alternative framing of narratives can help CYP to increase their self-esteem and their future positive expectations by helping them to become more aware of their abilities to overcome challenges (CMOC 28). Having caring adults offer/share their

own framings of CYP's life experiences supports CYP's awareness of alternative interpretations of life events by having access to these different narratives (CMOC 29).

Documenting challenging situations can open discussions around how to respond to such situations between caring adults and CYP (CMOC 22). More positive narratives may also result from having caring adults construct alternative interpretations of CYP's experiences by offering other perspectives (CMOC 26). However, how this is handled will differ depending upon the relationship context and level of trauma experienced in the event(s) represented in content. For instance, Unaccompanied Asylum-Seeking Children (UASC) are likely to need to retell their traumas when describing to solicitors their country of origin and/or journeys. Though data on this issue in this project were sparse, our Stakeholder Advisory Group stated that caring adults need to display positive and respectful attitudes when listening and helping such narratives be reframed as sources of strength and resilience (CMOC 34.1, 35.1).

## 8. Commissioners of DLSW should ensure training and support is available for CYP, caring adults and others involved.

To support the process of capturing and preserving the memories of CYP, commissioners and implementors need to prioritise training to support caring adults and where appropriate CYP's engagement with DLSW, including UASC and CYP with Special Educational Needs and Disabilities (SEND) (CMOC 35, 35.1, 49). For DLSW, training needs include support around what good DLSW looks like, how to navigate levels of participation, and the technical elements of using DLSW (CMOC 49.1). This can be implemented using existing structures such as supervision or by having a designated DLSW lead (CMOC 51).

*"I mean, it's quite easy because, all the time, during supervision, let's say, I can actually...check and I offer practical support if I'm there, 'Oh, you know, I can't do this', mean, 'Let's open it and let's take a look together'..." SWK\_01 (CMOC 51)*

As with more conventional low-intensity LSW, creating a culture of understanding around the need to capture and secure everyday moments and, instilling confidence in caring adults to be able to do this on behalf of their CYP is important (CMOC 49). To do so, caring adults need knowledge of the types of narratives that should be constructed for and with CYP (e.g., positively framed narratives which demonstrate CYP's resilience). DLSW may not come as easily to those caring adults who are less familiar with using digital technology in everyday ways. These caring adults need to be supported to increase their proficiency with digital tools (CMOC 49.1), with this reducing the risk of not using DLSW platforms due to perceived and/or hidden work required to implement (CMOC 49.2). Commissioners of DLSW need to be aware of the workload implications for those rolling out, implementing, and monitoring content to ensure training supports optimal usage (CMOC 52, 53).

Caring adults should be helped to choose the level of support they require with the inclusion of voluntary training sessions and assistance. Supervision sessions are an opportunity to support caring adults using DLSW platforms. Depending on existing digital literacies, caring adults may need training and supervision to support their

confidence in using DLSW tools and platforms which come with their own limitations, to allow them to find workarounds to accomplish the outcomes they want (CMOC 49.5). CaringLife, for example, was described as too basic and frustrating by some caring adults who had to find workarounds to arrange uploads in the way they wanted (i.e., using albums, uploading compilation videos etc.) whereas others liked its simplicity (CMOC 49.5).

Caring adults should receive training and resources to best support their CYP's needs and equip them with the knowledge and skill to make appropriate adaptations to support CYP's choice to engage with DLSW (CMOC 51). For example, CYP with SEND or who come from complex cultural backgrounds, such as UASC, will need their caring adults to be sensitive and able to adapt DLSW activities to support their level of participation (CMOC 35 and CMOC 35.1). Involving lived and/or experts via lived work experience (i.e. caring adults using DLSW platforms) in the development of support and training materials has merit (CMOC 50).

*“And I didn't know how to use the video part of it and it was only when I was talking to another foster carer and she was saying, ‘Oh, isn't it brilliant, the video bit!?’ so she showed me how to use ....” FC\_05 (CMOC 50)*

Though data in this project were sparse in relation to CYP with lived experience delivering peer-to-peer training, our Stakeholder Advisory Group stated that this practice is likely to help to ensure language used aligns with CYP's experiences and may encourage CYP to want to have ownership over their DLSW, supporting higher levels of participation (CMOC 50).

## Discussion

This important paper represents a rare opportunity to get ahead of the curve in relation to potential widespread rollout of digital services in children's state care. The paper illustrates why, how, when, for whom and in what circumstances DLSW platforms may or may not promote well-being and well-being support for CYP with care experience. In doing so, the paper moves from assumptions to developing and testing a Programme Theory and triggers important discussions for policy, practice, and research.

From a policy and practice perspective, the paper illustrates the need for commissioners and implementors to consider how DLSW platforms are implemented and rolled out. For example, how tensions between children's rights and data ownership can be resolved? How to act in the children's best interests whilst respecting children's choices around engagement or lack thereof? What happens if a child transitions from a local authority that signed up to DLSW Platform A then moves to another local authority that has a different DLSW Platform B, how can data be seamlessly migrated retaining vital information as? Is there a case to be made yet for every CYP in children's state care to have access to an DLSW platform throughout and beyond their care experience? If so, how is this to be financed to ensure sustainability? It is early days for these platforms, but these important discussions need to be held and sharing agreement between platforms reached ahead of widespread commissioning.

From a research perspective the paper represents the world's first extensive theory-driven evaluation of DLSW platforms in children's state care. It was also rooted in the world's first realist review of Adolescent-Focused Low-Intensity Life Story Work (C.

Author). It is however not without its weaknesses. The paper is limited by the scope of the opportunity. Pragmatically, the project was limited to examining the rollout of one DLSW platform in one English Local Authority across 12 months and quantitative data analysed was in the form of routinely collected service use data. Hence, the questions we could ask of the quantitative data was compromised. For example, we could only access total SDQ scores completed by busy professionals and were unable to ascertain who uploaded content to CYPs' CaringLife profiles. As shown in Supplementary File 2, which provides a detailed summary of the CMOCs developed and the data informing each, none of our quantitative data reached statistical significance. Whilst we used descriptive statistics (e.g., frequencies) to look for patterns, we could not quantitatively examine if carer uploads altered in frequency as a CYP aged and/or as a marker the closeness between CYP and carer or placement length. Given the focus of many CMOCs in previous work (C. Author; Taylor et al., 2022) and the current paper, future studies must consider more relationship focused instruments rather than general mental health.

A need for greater nuance cuts across these discussions and is mirrored in the eight initial guidelines our analysis presents. For more nuanced discussions about the potential benefits and challenges of using DLSW platforms to occur, more research is needed in differing contexts to build upon and refine the initial guidance offered here. Knowledge gaps in the evidence-base were identified making our initial guidance in specific areas (e.g., deleting content, SEND and UASC specific practices and older CYPs reluctance to share content on DLSW platforms) tentative. Nevertheless, findings provide a starting point for the development of key considerations for commissioners and implementors and begin to build a picture of how DLSW platforms may become embedded in children's state care.

## **Summative conclusion.**

The appeal of Digital Life Story Work platforms is understandable. Safeguarding the memories of CYP is a fundamental necessity. It is so important that it must be done optimally and rationally. We must avoid a 'VHS and Betamax' conflict between DLSW platforms and work in more of a Microsoft and Apple 'frenemy' manner to avoid integration problems.

Given that the care experienced community is always growing and need for long-term access to their records, how economically sustainable are DLSW platforms and are they worth investment remains unclear. What is clear is that safeguarding CYPs memories are worth investment, but this so important it must be done optimally. For whom, under what circumstances and how remain in need of more nuanced understandings. Until this research is carried out, we leave the eight initial guidelines (Table 2) and summarised key learnings (Supplementary File 3) to aid commissioning decisions and practice optimisation.

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Table 1: Participant demographics for Qualitative and Quantitative data collection

	Social Workers ( <i>n</i> = 4)*	Foster Carers ( <i>n</i> = 14)*	Young People ( <i>n</i> = 5)	CaringLife Users ( <i>N</i> = 96)
Age <i>Mean</i> (SD) Range	35.5 (9.19) 29 - 42 years	55.5 (11.23) 31 - 69 years	12.4(3.29) 10 – 17 years	12.56 (2.79) 8 – 17 years
Gender, <i>n</i> (%)				
Female	4 (100.0)	14 (100.0)	1 (20.0)	44 (45.8)
Male	0 (0.0)	0 (0.0)	4 (80.0)	52 (54.2)
Ethnicity, <i>n</i> (%)				
Black African	-	1 (7.1)	1 (20.0)	10 (10.4)
Black Caribbean	-	2 (14.3)	1 (20.0)	4 (4.2)
Black Other	-	-	-	4 (4.2)
Mixed Other	-	-	3 (60.0)	16 (16.7)
Mixed Asian/Other	-	-	-	1 (1.0)
Mixed Asian/White	-	-	-	1 (1.0)
Mixed Black African/White	-	-	-	3 (3.1)
Mixed Black Caribbean/White	-	-	-	2 (2.1)
White British	3 (75.00)	9 (64.3)	-	45 (46.9)
White Other	1 (25.00)	1 (7.1)	-	2 (2.1)
Any other group	-	-	-	8 (8.3)

\*Missing age, ethnicity data for 1 Foster Carer

Table 2: Initial guidelines

<p><b>1. Digital Life Story Work should be flexible and person-centred.</b>  <i>Implementing Digital Life Story Work in a flexible and person-centred ensures how, why, when, by whom and to what extent it is delivered, fits the needs of the individual child or young person and their circumstances.</i></p>
<p><b>2. Digital Life Story Work should provide children and young people with somewhere to begin future storytelling.</b>  <i>By uploading content to Digital Life Story Work platforms that includes storytelling prompts such as date, location and those present, caring adults can help children and young make sense of their journeys before, during and beyond their time in care.</i></p>
<p><b>3. There is no ‘bad time’ to start Digital Life Story Work, it should start early using everyday opportunities.</b>  <i>Creating and storing digitalised content onto Digital Life Story Work platforms should make use of everyday opportunities. This should include mundane everyday events as well as individually and culturally relevant milestones.</i></p>
<p><b>4. Digital Life Story Work should begin in the present, this helps to secure memories.</b>  <i>Creating and uploading digitalised content onto Digital Life Story Work platforms should begin in the present day. Whilst caring adults may wish to upload content from prior to this time point, this should not inhibit uploading content relating to current events.</i></p>
<p><b>5. Content uploading should involve children and young people’s participation choices whenever possible.</b>  <i>Caring adults need to balance children and young people’s levels of participation and agency in decisions taken alongside those made in the best interests of the child or young person. Above all, the relationship between caring adults and children and young people should be prioritised.</i></p>
<p><b>6. Children and young people should be constantly offered participation choices.</b>  <i>Caring adults should keep offering children and young people ways to take charge of what content is uploaded to Digital Life Story Work Platforms. This requires careful negotiation taking into consideration the individual children and young people and context.</i></p>
<p><b>7. Digital Life Story Work should record all aspects of everyday experiences.</b>  <i>Caring adults need to balance emphasising events experienced as positive at the time of recording to promote the development of positive identity and positive future expectations with an awareness that events experienced as negative at the time of recording to can also present opportunities to be reframed as sources of strength and resilience.</i></p>
<p><b>8. Commissioners of Digital Life Story Work should ensure training and support is available for children and young people, caring adults and others involved.</b>  <i>Before commissioning decisions are made, potential implementors of DLSW platforms should ensure training and ongoing needs-based support is accessible for children and young people (as appropriate), caring adults and others involved. This may include training related to basic digital skill and literacies, how to use specific platforms and how to work sensitively with children and young people in ways that assist the curating of their care journeys. Modes of delivery may include self-help online tutorial videos, peer support and supervision.</i></p>

Figure 1: Initial Programme Theory for Digital Life Story Work



Figure 2: Consolidated Programme Theory for Digital Life Story Work



## Supplementary File 1: Project stages leading to final programme theory.

Project stage	Aim	Approach
Stage 1: Create initial Programme Theory	To identify existing relevant research and theories that provide explanations of why and how DLSW platforms work (or are thought to work), in what contexts they work, to what extend and for whom.	<p>Project team knowledge (all).</p> <p>Adaptation of Author (A) eight guidelines/consolidated programme theory for conducting Adolescent-Focused Low-Intensity LSW to reflect focus on digital LSW and the inclusion of adolescents and younger children.</p>
Stage 2: Consult with Stakeholder Group and obtain feedback	To identify appropriateness of initial Programme Theory and areas to develop further.	Content expert groups with (1) young people with lived experience and (2) adult stakeholders including experts in residential care and Unaccompanied Asylum-Seeking Children (UASC).
Stage 3: Collect data and analysis primary data	To collect evidence from CaringLife users about their experiences of using (or not using) the DLSW platform.	<p>Quantitative, routinely collected service use data was extracted.</p> <p>Interviews and focus groups conducted with social workers, foster carers, and young people who were involved in the pilot of the CaringLife platform.</p> <p>Transcribed interviews and focus group data uploaded to NVivo and coded.</p>
Stage 4: Evidence synthesis	<p>To apply a realist logic of analysis to primary data to test, contest, refine and develop context-mechanism-outcome configurations (CMOCs) about how DLSW platforms promote wellbeing and wellbeing support for children and young people with care experience.</p> <p>To focus further data collection.</p>	<p>Coded data was deductively organised according to the existing programme theory. Any codes which did not fit within these were closely inspected to determine their significance, with changes to the programme theory being made accordingly.</p> <p>Quantitative data was analysed using both descriptive (e.g., frequencies) and inferential statistics (e.g., correlations) to look for patterns. Interpretations of any changes were used to confirm, refute, or refine CMOCs.</p> <p>Interpretations were made about whether evidence was functioning as a context, mechanisms, or outcome which CMOC the evidence belonged to.</p> <p>As CMOCs were adjusted, created, and refined, judgements were made on how they related to each other.</p> <p>Areas that required more understanding and development were identified by the project team as the focus for further data collection.</p>
Stage 5: development of consolidated programme theory and recommendations	To develop a consolidated programme theory containing the CMOCs.	Iterative revisions to final programme theory were made through integrating of additional primary data, revisiting the literature, development of CMOCs, consultation with stakeholders and project team discussions.

Project stage	Aim	Approach
		<p>The consolidated programme theory was written and shared with stakeholders and final amendments were based on their consultation.</p> <p>Recommendations were informed by the consolidated programme theory and written up to be disseminated.</p>

## Supplementary File 2: Detailed summary of the Context (C), Mechanism (M), Outcome (O) Configurations (CMOCs) developed and data.

The table below illustrates the basis of Digital Life Story Work Programme Theory as developed via the authors prior knowledge and realist literature review (Author).

	CMOCs and evidence underpinning [removed for peer-review] Programme Theory (Author)			CMOCs and evidence underpinning Digital Life Story Work (DLSW) Programme Theory	
CMOC Label	CMOC	Supporting evidence	Example extracts	CMOC translated to CaringLife	CaringLife Data Source (Qualitative, Quantitative, and Documentary Data)
<b>CMOC1</b>	When low-intensity LSW is flexible and person-centred (C) better practice is achieved (O) because adaptations have been made relating to who, when, where, in what circumstances and how low-intensity LSW is delivered to the adolescent (M).	(Buchanan, 2014) (Hammond, 2012) (HCC, 2022) (Holody & Mäher, 1996) (Hooley et al., 2016) (NICE, 2021) (Shotton, 2013) (Watson, Hahn, & Staines, 2020) (Watson et al., 2018) (Willis & Holland, 2009)	<p>'Take a flexible approach to life story work, and tailor it to the developmental age and needs of the looked-after child or young person' (NICE, 2021)</p> <p>'The content of the LSW reported as being most helpful incorporated photos, drawings, speech bubbles, sentimental objects and opportunities for the young people to comment on their feelings and to be creative in the content. This type of child-led approach offered choice with respect to both content and format' (Buchanan, 2014)</p> <p>'The findings suggest that it may not be important what form the work takes, as long as it is adapted to suit the child's interests and needs.' (Willis &amp; Holland, 2009)</p>	When Digital Life Story Work (DLSW) is flexible and person-centred (C) better practice is achieved (O) because adaptations have been made relating to who, when, where, in what circumstances and how DLSW is presented to and delivered with children and young people (CYP) (M).	"it's all done in an age-related way, so it was done at her age, you know...." - <b>FC_002</b>
<b>CMOC 1.1</b>				When a CYP is in the infant or baby stage (C) the carer needs to lead their recording of everyday events and milestones (O), because the infant or baby is unable to do this for themselves (M).	<p>"I've got carers who have put a lot of content on there; photos, short videos of them doing different things, also for baby carers, I guess, because babies are completely relying on foster carers to build their memories at that stage of life...." – <b>SWK_03</b></p> <p>Age groups were patterned off the Key Stages guidance in UK National Curriculum. Ages 7,8,9, and 10 are Group 1; ages 11, 12, and 13 are Group 2; ages 14, 15, and 16 are Group 3; and ages 17 and 18 are Group 4. Group 4 does not follow the key stages as they fall</p>

					<p>outside of the age boundaries addressed by the UK National Curriculum.</p> <p>A Kruskal-Wallis test was performed on Groups 1-3, and indicated that there was a significant difference between the number of uploads between age groups (<math>H(2) = 6.90, p = .031</math>). Pairwise comparisons were run and it was found that no significant difference were found between individual groups.</p> <p>When analyzing for the effect of sex, a Mann-Whitney U test was performed. This indicated that sex of the participants had no significant difference on number of uploads made (<math>U = 925.00, z = -.409, p = .682</math>).</p>
CMOC 1.2				<p>As the CYP becomes more capable of participating in the recording of their everyday life/life events (C), carers should encourage participation and mutual reminiscence (O) because this help the CYP to build trust in their carer and a sense they belong (M).</p>	<p>“His thing at the moment is, oh, god help me, snails, oh my god, we got the tiny, tiny eggs and he’s hatched them and so he’s photographing those at the moment, so no doubt he’ll be asking me to put them on his CaringLife.” – <b>FC_004</b></p> <p>“He loves the photos where he’s got his siblings with him, that really makes him very, very happy, it’s an ‘Ah’ moment for him, he likes that. His previous carer did have a family photo and she sent me a copy, so I downloaded it onto the CaringLife app and, yeah, he likes looking at that, anything to do with his family, yeah, that’s his magic moment.” – <b>FC_004</b></p> <p>“It connects children and young people with their carers, and lets both the kids and carers upload the content, write captions and see all the memories from their time together.” <b>Caringlife: Information for carers</b></p>
CMOC 1.3				<p>When a caring adult is willing to regularly re-evaluate the willingness of CYPs to engage in DLSW (C), they are more likely to be able to provide the level of participation wanted by the CYP (O) because they have up to date knowledge (M).</p>	<p>“I think the challenge is probably, like, I don’t know, 15+, where they’re very much out with friends and stuff and then it’s kind of, I guess, I’ve said to some carers, <i>‘It doesn’t have to be pictures of them that we’re putting on CaringLife, it can be pictures of things they’ve done, certificates they’ve got, you know, mementos from places that they’ve been, so it doesn’t always have to be a picture of their face’</i>, as a kind way of them maybe being able to build that a bit more but, yeah, it’s definitely still a challenge, yeah.” – <b>SWK_03</b></p>
CMOC 1.4				<p>When caring adults are sensitive to the level of participation CYP want in capturing and recording their life and life events (C), it shows the CYP they respect their choice to participate (M) and this helps to build trust and rapport (O).</p>	<p>“No, no, initially, actually, she was kind of happy to have the app and to see what I was putting up there but over time I think she’s come to rely on me to put what I think is important..”- <b>FC_01</b></p>
CMOC 1.5				<p>When caring adults with older CYP who take photos themselves makes effort to help them preserve these for</p>	<p>“If I get the app and I show him what I’ve done, he’s quite interested, but when it comes to exerting himself to do it</p>

				the future in a DLSW resource (C) this ensures storage and accessibility for these memories longer term (O), because they are stored securely (M).	<i>himself</i> , he's not necessarily there because of all these other things that he sees that he can use." – <b>FC_006</b>
<b>CMOC 1.6</b>				When caring adults record content CYP do not like (C) they need to listen to CYP wishes not to upload this to DLSW platforms (O) this helps CYP feel they have some control and are respected (O)	<p>"There was one incident when he was having a moan and having a cry under the blankets and whatever and I found it absolutely hilarious and I recorded him, (laughs) and he told me not to put it on CaringLife, he doesn't want that on there, no, he doesn't want that one there, that's the sort of thing he doesn't want, when he's been naughty and he's upset and he starts being silly, he doesn't want those things on there, no, no." - <b>FC_04</b></p> <p>"...It's really interesting but I think a lot of it, from my young lady anyway, is about controlling the image that's out there of her and sometimes, you know, we've had times where she will behave like a kid because she's having fun and I know that when she was young she didn't have a typical upbringing at all but I think there's a level of vulnerability there in not allowing people to see that she's having a great time, no, she's got to behave like a 16 year old, so, yeah, it's interesting..." <b>FC_01</b></p>
<b>CMOC2</b>	When everyday life experiences are preserved (C) it improves young people's ability to construct a coherent identity (O) because they have autobiographical memory cues available to re-visit (M).	(Atwool, 2017) (Buchanan, 2014) (Cook-Cottone & Beck, 2007) (Hammond, 2016) (Hammond et al., 2021) (Shotton, 2013) (Watson, Hahn, & Staines, 2020) (Peake, 2009) (Shotton, 2012) (Willis & Holland, 2009) (Gustavsson & MacEachron, 2008) (Hooley, 2015)	<p>'A tangible and visual record of the child's time in care maintained from the outset through the use of memory boxes and life story books is essential to ensure access to a coherent narrative.' (Watson, Hahn, &amp; Staines, 2020)</p> <p>'Entries assist in helping the youth preserve memories. These entries can consist of a description of a birthday party, or a school event in which the youth played a role such as a play or sporting event. These stories may someday help the youth establish a stronger sense of self based on positive memories of their past.' (Gustavsson &amp; MacEachron, 2008)</p>	When everyday life experiences are preserved (C) it improves CYPs ability to construct a coherent identity (O) because they have autobiographical memory cues available to re-visit (M).	<p>Researcher: Can you give me any examples of what sorts of photos you've asked her to upload?</p> <p>YP01: When we go now to events and places...New York ... New York! .. We were like going to places and stuff, we were seeing the place and stuff, yeah.</p> <p>Researcher: Do you have a favourite memory from New York?</p> <p>YP01: Yeah.</p> <p>Researcher: Is that memory on the CaringLife app?</p> <p>YP01: Yeah ... like, the Statue of Liberty, that's amazing, because I always see it in books, but I actually never got to see it and when I see it, it was like, it was so awesome.</p> <p><b>YP01 and YP02</b></p>
<b>CMOC3</b>	When significant events are preserved through recording and made available to an adolescent when they have contact with social care (C) this helps an adolescent construct a coherent understanding of their experiences (O) because memories are available to revisit and reflect upon (M).	(Hills, 2022) (Watson et al., 2015b) (Hoyle et al., 2020) (Together for Children Sunderland, 2019) (Sunderland, 2021) (Hammond, 2012) (Hammond & Cooper, 2013)	'Life Story Work is very important to the child and will help them in childhood and in later life gain some understanding of their identity and background and help them understand and recall their life in care. As the child's carer it is essential that you keep items for the child that can later be used for life story work, such as mementos of special occasions, photographs (including school photos) special	When significant events are preserved through recording and made available to CYP when they have contact with social care (C) this helps CYP to construct a coherent understanding of their experiences (O) because they have memories to revisit and reflect upon (M).	<p>Researcher: Are there any favourites that you like to look back on?</p> <p>YP01: Erm ... yeah ... erm ... one of them was like going to Scotland, it was really fun, I really enjoyed going to Scotland, and another one, in the park there were these things you can climb up on and I'd say, 'Oh, mum, look at me!' and mum would take a photo, yeah, yeah, I like those." -</p> <p><b>YP01 and YP02</b></p> <p>"What can be uploaded? Everything and anything that is important to you! It might be photos and</p>



			clothes or toys.’ (Together for Children Sunderland, 2019)		videos from your birthday parties, sporting events or hanging out with friends. It might be funny photos and videos taken at home, holidays, selfies - anything you and your carers would like to add. It can also be school reports, certificates of participation, birthday cards, artwork etc.” <b>Caringlife: Information for children and teens.</b>
<b>CMOC4</b>	When everyday life experiences are preserved with narrative accounts (C) the ability to construct a coherent identity improves (O) because of the availability of contextual information (M).	(Watson et al., 2015a) (Atwool, 2017; Lucas et al., 2020)	<p>‘For many of the children the absence of a “story” was a source of criticism about their own book and we were regularly told about books that contained photographs but with little account of who was in the photos or how the photos contributed to the child's story.’ (Watson et al., 2015a)</p> <p>‘The children appeared overall to value their books even though they could see the flaws and were critical of these. A lack of narrative and the failure to capture multiple perspectives was a common theme.’ (Atwool, 2017)</p>	When everyday life experiences are uploaded and annotated using captions (C) the ability to construct a coherent identity improves (O) because the availability of contextual information helps them to make more sense of experiences (M).	“there’s no context to the photos, so I’ve had to go back to the SSW and say to the SSW, ‘Can you ask the foster carers to put some context on it’, because there’s photos of one of my children holding a newborn baby/a very small baby, when he looks at that, who was that baby to him? So that’s what I think is missing.” - <b>SWK_02</b>
<b>CMOC 4.1</b>				When there is a large volume of poorly annotated and organised experiences (C) CYP may not be able to construct a coherent narrative (O) because they cannot make sense of these (M).	<p>“I think what's time consuming is when you write for each picture, which I haven't done yet, I've literally just put them in albums and they're there and I will go back at some point, when I have time, and put a little caption on each one, but that is the time-consuming bit.” – <b>FC_09</b></p> <p>“I think it’s double-edged because you’ll find foster carers will restrict how many they upload because each time they upload they’ve got to write a comment, so it’s about getting that balance right, isn’t it?” – <b>SWK_02</b></p>
<b>CMOC 4.2</b>				When there is a large volume of poorly annotated and organised experiences (C) CYP may be put off accessing these (O) because it is not meaningful (M).	<p>“...definitely think that’s an area where they [carers] need to get better and I think that’s probably more of an ask because it just takes two seconds longer than it does to just upload a picture..but I do think it’s important.” – <b>SWK_03</b></p> <p>“I mean looking back to just some photographs might not tell you that much, if you’re looking 14/20 years’ down the line, or more, so, as I said, like I said, using the captions and writing a bit about what it was, or maybe certain things,” – <b>SWK_01</b></p>
<b>CMOC5</b>	If adolescents are not ready to engage in low-intensity LSW,	(HCC, 2022) (Ferrier, 2011) (Willis &	‘The gaps in records that several young people had, including from	When caring adults believe that saved memories are a valuable	“At first there wasn’t really anything to put on there because my young person and I were forming a relationship and she was very volatile in not wanting to be there, so she wasn’t really engaging, there wasn’t

	<p>caring adults in the adolescent's support network should begin to collect and preserve everyday life experiences (C) this ensures adolescents have access to information about their care journey (O) because information is not lost or forgotten (M).</p>	<p>Holland, 2009) (Cook-Cottone &amp; Beck, 2007) (Atwool, 2017) (Hooley et al., 2016) (Watts, 2021) (Peake, 2009) (NICE, 2021) (Shotton, 2012) (Shotton, 2013)</p>	<p>some foster placements, reinforce the importance of gathering photographs and other mementos at each stage of a child's life, even if they do not want them immediately.' (Willis &amp; Holland, 2009)</p> <p>Start life story work as soon as possible after the looked-after child or young person enters care, to support care placement and emotional stability, rather than as an intervention to deliver once placements are stable.' (NICE, 2021)</p> <p>'Some children may not feel motivated to engage with the approach, though even if they show little or no interest the carer should continue to collect memories of the child's time with them so that memories of that placement are safeguarded... Knowing that those memories have been safeguarded communicates to the child that their time is important and that they matter.' (Shotton, 2012)</p>	<p>resource for a CYP in the future (regardless of the CYP's current interest in these) (C), they will create and save memories (O), because they want to act in the CYP's best interest (M).</p>	<p>much, there wasn't anything really that I could actually out there but, yeah, then obviously when we started going out and forming a bit of a relationship" - FC_01</p> <p>"I think it all depends on the individual child and their age and everything because if it's going to have a negative effect in the beginning, your main thing, when that child arrives, is to build a rapport with that child and make them feel safe and if that means not doing the CaringLife app then that takes priority, that's how I would do it, yeah." - FG_01A</p> <p>"We have created Caringlife with the needs of the children in mind – we have had focus groups with children in out of-home care and they were really excited by Caringlife, and said they wished it had been around earlier!" <b>Caringlife: Social Worker induction and FAQs</b></p>
<b>CMOC 5.1</b>				<p>When the caring adult and CYP have yet to form a relationship and understanding of each other (C), the caring adult needs to be careful about what they upload (O) because they run the risk of alienating the CYP (M)</p>	<p>"...think it was a few weeks after my young lady came to me that her account/our accounts were set-up and at first there wasn't really anything to put on there because my young person and I were forming a relationship and she was very volatile in not wanting to be there, so she wasn't really engaging, there wasn't much, there wasn't anything really that I could actually on there but, yeah, then obviously when we started going out and forming a bit of a relationship, there were photos around theatre trips, going out for dinner, stuff like that, so, yeah, a few weeks after, I would say, the account was created." – <b>FC_01</b></p>
<b>CMOC6</b>	<p>When all caring adults within the adolescent's support network are actively involved in preserving memories and artefacts of everyday life experiences (C) it reduces the risk of there being gaps in the adolescent's autobiographical memory (O) because information is not lost (M).</p>	<p>(HCC, 2022) (Hills, 2022) (Atwool, 2017) (Bolton, 2022) (Watson, Hahn, &amp; Staines, 2020) (Gustavsson &amp; MacEachron, 2008) (Hammond, 2012) (Hammond et al., 2021) (Neil &amp; Beek, 2020) (Brookfield et al., 2008)</p>	<p>'Birth families, all workers involved in the child's journey should take responsibility and have a role in collecting memorabilia of all significant events/achievements for the child. This information should be recorded for the child, and any memorabilia given to the child (or held in safekeeping by the carers according to the child's age and understanding).' (HCC, 2022)</p> <p>'All caregivers (including those offering short-term care) need to be equipped to support children in keeping an ongoing record of their time in care through the use of memory boxes, life story books</p>	<p>When all caring adults within CYP's support network are actively involved in preserving memories and artefacts of everyday life experiences (C) it reduces the risk of there being gaps in the CYP's autobiographical memory (O) because information is not lost (M).</p>	<p>"I think, for some families, yes and, for some families, no....I wouldn't like them to have access to it but, I suppose, in time, as she got older, she could show them herself, couldn't she? but then, maybe, in some families, where that is an issue, because there is no contact and no family and not very good relationships..." <b>FG_01B</b></p> <p>"I don't think these children will ever have anything at all, sadly. I think that's why I put so much into the CaringLife, because that's something that we're very aware, that they've got nothing before..." <b>FG_01A</b></p> <p>"...because of having the CaringLife, we use the photos for the school as well, to keep them informed of their development, so they see what the children have been doing out of school, so the school can then link with us,</p>

			and digital records.’ (Atwool, 2017)		in partnership, to encourage the children to talk.” – <b>FG_01A</b>
<b>CMOC7</b>	When adolescents do not have access to information about their everyday life experiences and care journey (C) they can become frustrated and angry (O) because they feel a lack of control over information about their life and their experiences (M).	(Hoyle et al., 2020) (Buchanan, 2014) (Watson, Staples, & Riches, 2020)	‘Their wanting information and clarity about their life was often exacerbated by their judgement that others knew more about their lives and families than they did. This was a source of frustration and anger for many.’ (Buchanan, 2014) [The common belief that others knew more than they did was often associated with a general feeling that the information others held was deliberately kept from them. A sense of information being kept secret, hidden or confused was evident, which understandably led to many feeling frustrated, angry and mistrustful of others’ (Buchanan, 2014)	When CYP do not have access to information about their everyday life experiences and care journey (C) they can become frustrated and angry (O) because they feel a lack of ownership over information about their life and their experiences (M).	“...the trauma of coming away from their parents will knock out any memories of their time in foster care because all they’re going to think about is, ‘I was taken from my mum’/or my dad-/or whatever it is, so the trauma will stop them being able to think about the positive things that happened in that placement” – <b>SWK_02</b>  Can I add content for children once they’ve left my care? No, at this stage, you can only add content while the children are in your care. If you have content that you would like to give the child, please send it to their Case Worker to add to CaringLife. <b>Caringlife: Information for carers.</b>
<b>CMOC8</b>	When caring adults and adolescents share, preserve, and reflect on everyday life experiences (C) connection and rapport between them increases (O) because they spend quality one to one time together (M).	(Hammond et al., 2021) (Braiden, 2016) (Shotton, 2012) (Holody & Mäher, 1996) (Hooley, 2015) (NICE, 2021) (Shotton, 2012) (Malik, 2005) (Buchanan, 2014) (Watson, Staples, & Riches, 2020) (Hamilton, 2020) (Hooley et al., 2016) (Eldridge, 2018) (Shotton, 2013) (Aventin et al., 2014)	‘All the carers talked positively about how the approach had been good for helping them to spend quality time with the child. The carers felt closer to the child through using it, and thought that the child felt closer to them as well.’ (Shotton, 2012) ‘Life story work has the potential for building relationships (for example, by sharing joint activities).’ (NICE, 2021) ‘While it may be time consuming, it can also be very rewarding such that in the process of creating this narrative and recording these memories together, a special relationship develops whereby both the child and foster parent learn more about the foster child.’ (Malik, 2005)	When caring adults and CYP deliberately set aside regular protected time to share, upload, reflect and reminisce together on everyday life experiences (C) connection and rapport between them increases (O) because they get to know each other better (M).	“It brings back memories and he’ll say, ‘ <i>Oh, [carer’s name], do you remember when we did that!?</i> ’ or, ‘ <i>Do you remember when we went there!?</i> ’, ‘ <i>Oh, I remember that</i> ’, and that’s how it works, it brings up the discussion about where we were and what we did, so, yeah, it does... but, with the CaringLife app, for [child’s name], he’s going to remember because he remembers because he keeps on going into the app every now and again and he remembers where we’ve been and what we’ve done at the time the pictures were taken, you know, so he will remember, he’ll have a great memory for that...” – <b>FC_04</b>  “We use the CaringLife weekly to help them with their language because they look at the photos, we talk about it and everything and remembering good memories and that, so that’s how we mainly use CaringLife.” – <b>FG_01A</b>  When looking at how changes in SDQ scores relates to the number of uploads made to a CYP profile, there is no significant correlation ( $r_s(44) = -.039, p = .805$ ).  Participants had lower SDQ (better) scores before using CaringLife ( $Mdn = 11.00$ ) than after ( $Mdn = 12.00$ ). A Wilcoxon Test confirmed that this was not a significant difference ( $W = 227, z = -.1444, p = .149$ ). It connects you with your carers, and lets you both upload content, write captions and see all the memories from your time together.” <b>Caringlife: Information for children and teens</b>
<b>CMOC9</b>	When caring adults and adolescents share, preserve	(Malik, 2005) (Shotton, 2012)	‘By taking the time to complete this project, the caregiver conveys to the	When caring adults and CYP deliberately set aside regular	“...No, but it’s usually on my to-do list, I don’t carve time out but I do it when I see my children, or I supervise a

	and reflect on everyday life experiences (C) adolescent's self-worth increases (O) because the caring adult shows they want to spend time with them, and their experiences are valuable (M).	(Shotton, 2013) (Watts, 2021) (Peake, 2009) (Hooley, 2015)	child that he or she is important and worth the time to get to know.' (Malik, 2005)  'Evidence within the store of children's particular preferences helps them to see that their opinions matter and are worth recording and talking about, thus contributing to their sense of identity and self-worth' (Shotton, 2013)	protected time to share, upload, reflect and reminisce on everyday life experiences (C) young people's self-worth increases (O) because the caring adult shows they want to spend time with them, and their experiences are valuable (M).	visit, I always take pictures, I upload them to my email straight away and deal with it when I'm back in the office, it just kind of pops into my head, I don't necessarily have designated, carved out time, it's just as and when..." <b>SWK_04</b>  "Also, now, he gets quite a few certificates from school, so I've got quite a lot of those to do, so I need to set aside time to actually do that, because I've actually got them in a folder at the moment, so I need to individually photograph those and put them on – luckily, you can just go into CaringLife and take a picture straight away, which is good, so I'll do it that way, which will be a lot quicker, I just need to find the time to do that, yeah, in date order and everything, yeah.." <b>FC_04</b>  "As I say, I'm going through and putting them on month by month, for the little one..." <b>FC_07</b> "He does ask me, 'Are you going to put that on ...?', I say, 'Yeah, I'll take a picture of it', so he does ask me, I'll say, 'Show me your certificate. Right, I'll take a picture and put it on your CaringLife app', he asks me to do it, so in that way we work together, he'll say, 'Will you load it up? ... will you load it up?' <b>FC_08</b>  "Can I see the content in my life order (i.e. from when I was younger to now)? Yes, you can choose to see the content by Most Recently Added or Chronological order by clicking on the icon at the top of the app. All photos are time-stamped with the time and data the photo was taken. <b>Caringlife: Information for children and teens.</b>
<b>CMOC 9.1</b>				When caring adults document and upload everyday life experiences for their CYP (C) CYP's self-worth increases (O) because the caring adult shows they value spending time with the CYP and their experiences are worth remembering (M).	"I think it was after that first time at Pizza Express that she kind of felt a little bit like, 'Someone's taking photos of me and capturing small things that I don't know even know why you'd take a picture of that' but, you know, over time I think she likes that she can see everything that she's achieved and have a sense of, 'I did this'/or 'I had this experience.'" – <b>FC_01</b>  "Well, I mean, I think he quite likes it, to be honest, I think he quite likes that I upload the things and then I show them to him, you know, he quite likes to see the photos when I show them to him and that I'm interested enough to pull these things together, I just don't think, as I said, I don't think he wants to exert himself to do it himself but I think he quite likes the fact that I do it" – <b>FC_06</b>

					<p>When looking at how changes in SDQ scores relates to the number of uploads made to a CYP profile, there is no significant correlation (<math>r_s(44) = -.039, p = .805</math>).</p> <p>Participants had lower SDQ (better) scores before using CaringLife (<math>Mdn = 11.00</math>) than after (<math>Mdn = 12.00</math>). A Wilcoxon Test confirmed that this was not a significant difference (<math>W = 227, z = -.1.444, p = .149</math>).</p>
<b>CMOC10</b>	When caring adults and adolescents share, preserve, and reflect on everyday life experiences (C) it helps to establish a safe relationship for the exploration of thoughts and feelings (O) because they establish a point of connection, rapport, and trust (M).	(Aventin et al., 2014) (Gutsche, 2013) (Hammond et al., 2021) (Haight et al., 2010) (Watson, Staples, & Riches, 2020) (Shotton, 2012) (Finlay, 2022) (Hamilton, 2020) (Holody & Mäher, 1996) (Shotton, 2013) (Hooley, 2015) (Hamilton, 2020) (Willis & Holland, 2009) (Buchanan, 2014)	<p>'The participants claimed that often the children preferred drawing or doing arts and crafts to talking, for example, and this would sometimes prompt them to talk more as they built their confidence in their therapeutic relationship with the social worker.' (Gutsche, 2013)</p> <p>'As in conventional LSW with younger children with care-experience, the trusted adult relationship context and engagement with reflective activities created opportunities for a therapeutic alliance between adolescent participants and the first author. In this space, adolescent participants were able to express and begin to reflect on difficult events in their lives' (Hammond et al., 2021)</p>	When caring adults and CYP share, upload, reflect and reminisce on everyday life experiences in a non-judgemental way (C) they develop connections, rapport and trust (O) because they can safely explore their thoughts and feelings (M).	<p>"Oh, for sure! When you go for visits, I can say, 'I saw this picture of you with ...', I said it to one of my kids the other day, 'I saw a picture of you with a nice little flower crown on, you looked really lovely', it just adds to that genuine relationship because you're mindful of what they're doing while you're not there and what that will then mean to them." – <b>SWK_04</b></p> <p>"I think it makes us a bit closer, I think, I do think that. I'm just playing it back in my head. I think it does because we sit together and we look at them together and we talk about them together and he will give his tuppence worth and I give my threepence worth, so, yeah, I think it does bring us closer..." – <b>FC_04</b></p> <p>When looking at how changes in SDQ scores relates to the number of uploads made to a CYP profile, there is no significant correlation (<math>r_s(44) = -.039, p = .805</math>). Participants had lower SDQ (better) scores before using CaringLife (<math>Mdn = 11.00</math>) than after (<math>Mdn = 12.00</math>). A Wilcoxon Test confirmed that this was not a significant difference (<math>W = 227, z = -.1.444, p = .149</math>).</p>
<b>CMOC11</b>	When adolescents' everyday life experiences are recorded (C) they can share it with others in the future (O) because prompts from events have been saved (M).	(Shotton, 2012) (Shotton, 2013) (Watson, Hahn, & Staines, 2020) (Hammond, 2012) (Atwool, 2017) (Hanna, 2007)	<p>'In looking through the store both carers and children were able to flesh out each memory with details of when it occurred or who else was there. It was clear that the pictorial information was very powerful in taking the participants back to the time and place when it occurred.' (Shotton, 2013)</p> <p>'Importantly, children's 'stuff' can be used to help the child and new family to understand their journey' (Watson, Hahn, &amp; Staines, 2020)</p>	When CYP's everyday life experiences are recorded and annotated appropriately (C) they can share it with others in the future (O) because prompts and contexts from events have been saved (M).	"Yeah, definitely, because I have used these things in the past and when I look back at it now, the captions are a bit cringey, but I think they are important, so they can know what year it was and work out how old they were and exactly what was going on, what they were doing that day." - <b>SWK_04</b>
<b>CMOC12</b>	Sharing, preserving, and reflecting on everyday life experiences with a caring adult (C) increases an adolescent's sense of connectedness and understanding of themselves and others (O) because it provides opportunities to talk and be listened to (M)	(Shotton, 2010) (Watts, 2021) (Eldridge, 2018) (Shotton, 2012) (Watson, Staples, & Riches, 2020) (Hamilton, 2020) (Shotton, 2013) (Känkänen & Bardy, 2014) (Malik, 2005)	<p>It often opened up lines of communication, sometimes leading to conversations, where other positive memories were triggered or where the child felt able to talk about sensitive issues.' (Shotton, 2010)</p> <p>'Where adopted CYP were able to discuss their life stories with their parents in nonthreatening, everyday ways, feelings of relief and connection</p>	Consistent opportunities to share, upload, reflect, and reminisce on everyday life experiences with a caring adult (C) increases CYP's sense of connectedness and understanding of themselves and others (O) because CYP get to make sense of events that go on in their lives with others (M).	"We use the CaringLife weekly to help them with their language because they look at the photos, we talk about it and everything and remembering good memories and that, so that's how we mainly use CaringLife. I know that it is for the future as well but, like I say, we're using it in a developmental way, but that's the age group that we've got, ... our particular age group it's amazing for, we get so much language from them and they just love it, it just brings joy to them, they have big smiles on their faces and, because of having the CaringLife, we use the photos for the school as well, to keep them informed of their

		(Hughes, 2013) (Gutsche, 2013) (BASW, 2020)	with parents were expressed.’ (Watson, Staples, & Riches, 2020)		development, so they see what the children have been doing out of school, so the school can then link with us, in partnership, to encourage the children to talk.” - <b>FG_01A</b>
<b>CMOC13</b>	When caring adults are prepared to share personal information with the adolescent they are caring for (C) the adolescent is more willing to confide with their caring adult (O) because trust is established (M).	(Eldridge, 2018) (Watson, Staples, & Riches, 2020)	‘Furthermore, in the current study, limited reciprocal confiding and self-disclosure appeared to help equalise power dynamics and facilitate genuine confiding across personal and professional relationships.’ (Eldridge, 2018)	When caring adults are prepared to open up on personal matters with the CYP (e.g., by sharing personal information with them) (C) the CYP more willing to confide with their caring adult (O) because trust is established (M).	“Actually, that’s a comment the social workers say, <i>‘[Respondent’s name], where are pictures of you?’</i> I’m always behind the camera. There are odd ones of me in there if someone else has taken them, not that many though.” – <b>FC_08</b>  “As the child’s social worker, you are able to monitor all the content that is uploaded by either the child under your responsibility or their carer, and you are also able to add content that you may feel is important to the child – for example if you receive photos or videos of the child from previous carers, you can upload them for the child.” <b>Caringlife: Social Worker Induction and FAQs</b>
<b>CMOC14</b>	When adolescents have consistent and repeated positive engagements with caring adults who support them to preserve and reflect on everyday life experiences (C) then they may start to build trust in others (O) because it challenges their previously held negative relational beliefs (M).	(Finlay, 2022) (Eldridge, 2018) (Wood & Selwyn, 2017) (Atwool, 2017) (Hamilton, 2020) (Hooley et al., 2016) (Shotton, 2012) (Furnivall & Grant, 2014)	‘Reciprocity, understanding, acceptance and perseverance all appeared to be important for the emergence of sufficient trust to confide. For some young people, trust developed in one relationship then appeared to generalise into other relationships’ (Eldridge, 2018)  ‘Such work also enables the child to share their story, has the potential to increase self-esteem and, by building a sense of trust with the social worker and caregivers, may facilitate the development of secure attachment in new situations.’ (Atwool, 2017)	When CYP have consistent and repeated positive engagements with caring adults who support them to document, upload and reflect on everyday life experiences (C) then they may start to build trust in others (O) because it challenges their previously held negative relational beliefs (M).	“Well, they just get excited and then want to tell you more, it’s kind of like a talking point, and then they want to show you what it is in person, or they want to talk about it more, psychologically, maybe it makes them feel that you care and, yeah, it’s just a good way to share and further deepen your relationships, it makes them excited, re-living it, I guess.” – <b>SWK_04</b>
<b>CMOC15</b>	When a caring adult provides consistent support to an adolescent to discuss their thoughts and feelings in response to everyday life experiences (C) the adolescent comes to understand their experiences and themselves better, including their emotional and behavioural responses to experiences (O) because they develop reflective and reminiscence skills through shared story telling (M).	(Ward, 2002) (Hamilton, 2020) (Hooley et al., 2016) (Hooley, 2015) (Fitzhardinge, 2008) (Steenbakk et al., 2016) (Watson et al., 2018) (Haight et al., 2010) (Holody & Mäher, 1996) (Watson et al., 2015b) (Malik, 2005) (Shotton, 2013) (Ferrier, 2011)	‘Reflective function can be encouraged by bringing into consciousness a range of possible interpretations or ways of experiencing similar stories. It has been argued that both reflective function and neural integration develop only in a context of something akin to a secure attachment relationship.’ (Fitzhardinge, 2008)  “This life book focuses on the here and now and makes use of the relationship between the worker and the child. While not specifically therapeutic in its goals, it seeks to help the child make connections between his or her present experiences, emotional needs, and past events.” (Holody & Mäher, 1996)	When a caring adult provides consistent support to a CYP to discuss their thoughts and feelings in response to everyday life experiences (C) the CYP comes to understand their experiences and themselves better, including their emotional and behavioural responses to experiences (O) because they develop reflective and reminiscence skills through shared story telling (M).	“I took some photos, and my niece’s son, they get on sometimes, sometimes they do, sometimes they don’t, and he can remember, on that particular birthday, that he and [nephew’s name] did not get on that day, so he remembers very well that they weren’t talking, so, yeah, it does bring up those feelings again! ‘He spoilt my birthday’, he said...” - <b>FC_04</b>



			‘In this model, the key aims of the LSW are to integrate a child's internal and external experiences by collaboratively constructing a narrative.’ (Hooley et al., 2016)		
<b>CMOC16</b>	When a caring adult provides consistent support to an adolescent to discuss their thoughts and feelings in response to everyday life experiences (C) they experience better mental health (O) because they learn emotion regulation skills (M).	(NSPCC, 2022) (Hooley et al., 2016) (Willis & Holland, 2009) (Käнкänen & Bardy, 2014) (Steenbakkers et al., 2016) (Hills, 2022) (Furnivall & Grant, 2014) (Aventin et al., 2014) (Holody & Mäher, 1996) (Eldridge, 2018)	‘A universal viewpoint of exploring and managing emotions emerged, clearly suggesting the importance of helping children to identify, express and regulate emotions during their involvement’ (Hooley et al., 2016)  ‘respondents indicated that good life story work should involve helping a child to express and manage emotions that arise during the work.’ (Hooley et al., 2016)	When a caring adult provides consistent support to a CYP to discuss their thoughts and feelings in response to everyday life experiences (C) they experience better mental health (O) because they learn emotion regulation skills (M).	“I always look for positives in something and it could be that he had a grumpy face but two minutes later, you know, there were a couple of photos I took and one child was standing there having a right old meltdown because his ice-cream had fallen on the floor, but you couldn't capture both together, so it was, ‘This is your face but this is the reason why’, sort of moment, and that's where the comment come into play, and I do have an app on my personal phone, where I can collage a few photos together, so I was able to put those two photos together, with a comment, and then upload that, so that was quite nice.” - <b>SWK_02</b>  When looking at how changes in SDQ scores relates to the number of uploads made to a CYP profile, there is no significant correlation ( $r_s(44) = -.039$ , $p = .805$ ).  Participants had lower SDQ (better) scores before using CaringLife ( $Mdn = 11.00$ ) than after ( $Mdn = 12.00$ ). A Wilcoxon Test confirmed that this was not a significant difference ( $W = 227$ , $z = -.1444$ , $p = .149$ ).
<b>CMOC17</b>	When caring adults consistently support an adolescent to preserve and reflect on everyday life experiences (C) it strengthens the relationship between them (O) because the caring adult becomes better attuned to understanding the adolescent and their support needs (M).	(Davies & Hodges, 2017) (Malik, 2005) (Shotton, 2012) (Holody & Mäher, 1996) (Atwool, 2017) (Hooley, 2015) (Hanna, 2007)	‘But by this stage, the carer was more attuned to Katie's particular experiences and was able to demonstrate the necessary acceptance, understanding, commitment and unconditional love for Katie that soothed and ameliorated her anxieties’. (Davies & Hodges, 2017) ‘it gives the worker information critical to understanding and linking the child's present functioning and coping patterns with previous events in the child's life.’ (Holody & Mäher, 1996) ‘The here-and-now approach allowed Helen's mother to accept her child's thoughts and feelings as the girl's own perception and understanding of her life.’ (Holody & Mäher, 1996)	When caring adults consistently support a CYP to upload and reflect on everyday life experiences (C) it strengthens the relationship between them (O) because the caring adult becomes better attuned to understanding the CYP and their support needs (M).	“I think it makes us a bit closer, I think, I do think that. I'm just playing it back in my head. I think it does because we sit together and we look at them together and we talk about them together and he will give his tuppence worth and I give my threepence worth, so, yeah, I think it does bring us closer, I do, yeah.” – <b>FC_04</b>
<b>CMOC18</b>	When caring adults view everyday interactions with an adolescent as providing reflective opportunities (C) their relationship is strengthened (O) because adolescents are more comfortable talking and	(Ward, 2002) (Finlay, 2022) (Hammond, 2016) (Connor et al., 1985) (Hamilton, 2020) (Aventin et al., 2014) (Käнкänen & Bardy, 2014)	‘The keyworker also had to find time for spontaneous ‘out of hours’ sessions, such as helping Ben write short stories about his temper tantrums after they happened.’ (Connor et al., 1985)  ‘You can use your very being to	When caring adults view everyday interactions with a CYP as providing reflective opportunities (C) their relationship is strengthened (O) because CYP are more comfortable talking and reflecting on everyday events (M).	“I think it makes us a bit closer, I think, I do think that. I'm just playing it back in my head. I think it does because we sit together and we look at them together and we talk about them together and he will give his tuppence worth and I give my threepence worth, so, yeah, I think it does bring us closer, I do, yeah.” - <b>FC_04</b>

	reflecting on everyday events (M).		embrace the relationships and create key opportunities for exploring each life story. 'Don't wait for the perfect moment, take the moment and make it perfect' (Anonymous).' (Hamilton, 2020)		
<b>CMOC19</b>	When low-intensity LSW takes place in emotionally meaningful places (C) richer narratives can be constructed (O) because of the availability of contextual cues (M).	(Hills, 2022) (Haight et al., 2010) (Hammond, 2012) (Hamilton, 2020) (Watson, Staples, & Riches, 2020)	'Providing an intervention to children within a context familiar and emotionally meaningful to them has a variety of other benefits as well. When the clinician travels to see them individually and on their own turf, children can feel valued and cared for, and relationship building may be enhanced. In addition, the community context is rich in cues for children to spontaneously initiate personal narratives.' (Haight et al., 2010)	When DLSW takes place in emotionally meaningful places (C) richer narratives can be constructed (O) because of the availability of contextual cues (M).	"Basically, we went to Pizza Express and I said, 'Have you been here before?' and she said to me, 'No', so near the end I said, 'Can I take a picture of you just to have a memory of your first time at Pizza Express?' and at the time she was like, 'Yeah' and she smiled. Now, we'd had a really weird dinner, where there was hardly any conversation, so I liked that she smiled but it was on the way home that she sort of asked me, and, again, this is where the curiosity, I think, came from, 'Will you be putting more pictures of me up?' and I think from there is when we started to, I guess, get more of a bond going" - <b>FC_01</b>
<b>CMOC20</b>	When everyday life experiences are preserved using temporal anchor points and reflected on at regular intervals (C) it aids the ease of storytelling (O) because it is easier to follow (M).	(Hammond et al., 2021) (Hammond, 2012) (Gustavsson & MacEachron, 2008) (NICE, 2021)	'My regular weekly visits also provided young people with a frame of reference from which to begin to construct and reflect upon recent events in a temporal fashion.' (Hammond, 2012)  'Schedule regular, dedicated times for life story work to help the looked-after child or young person make sense of their journey through the care system and beyond, their significant relationships and their identity.' (NICE, 2021)	When everyday life experiences are uploaded with time stamps of when the event occurred as temporal anchor points and reflected on at regular intervals (C) it aids the ease of storytelling (O) because it is easier to follow (M).	"I've got my child, 0-3, and then I've got 2011, because I put them in in that order and I can't change that. So the next time I put something in, say I want to put something in that happened in 2009, that will go after 2011, so, at the moment, what I've done is, I'm trying not to put them in 'years' because that complicates it, I'm now trying to put them in 'event's, so I say, 'Okay, this was Summer 20-and-whatever', 'This was this in 20-and-whatever', you know, but it still will go in in the order they put it in, and I'm really anal about these things, I want it to go in 0-3, then 3 years old, 4 years old, 5 years old, but it cannot because it won't do that, so that's one of my things that I don't particularly like" - <b>FG_01B</b>
<b>CMOC21</b>	When everyday life experiences are preserved and reflected on at regular intervals (C) adolescents become more comfortable engaging in the process (O) because the approach becomes familiar and predictable (M).	(Holody & Mäher, 1996) (Hamilton, 2020) (Shotton, 2012)	'The here-and-now lifebook is more user-friendly than the traditional lifebook, not only for the child but for the worker as well. If it is used in every contact between worker and child, it is transformed from something extra into the very forum for interaction.' (Holody & Mäher, 1996)	When everyday life experiences are uploaded and reflected on at regular intervals (C) CYP become more comfortable engaging in the process (O) because the approach becomes familiar and predictable (M).	"We use the CaringLife weekly...they just love it, it just brings joy to them, they have big smiles on their faces" - <b>FG_01A</b>
<b>CMOC21.1</b>				When everyday life experiences are uploaded and reflected on at regular intervals (C) caring adults become more comfortable engaging in the process (O) because the approach becomes familiar and predictable (M).	"I would like to organise my stuff into albums and do all the fancy things that you can do with the app, it's just getting the time to do it, to be honest. The lady that uses it very often, the Beta user, as I say, I think you get into the habit and, therefore, once you get into the habit, it's something that you just don't really think about, you put it into your little album, you do



					this, you do that, and I think it is part of getting into a habit that I'm not in as yet." - <b>FC_06</b>
<b>CMOC22</b>	When a caring adult regularly demonstrates how to respond to challenging situations in constructive ways (C) the adolescent learns how to respond to challenging situations (O) because of role modelling (M).	(Furnivall & Grant, 2014) (Hammond & Cooper, 2013) (Hammond, 2016) (Finlay, 2022) (Steenbakkers et al., 2016)	Developing the capacity to self-regulate and become accountable requires safe, positive relationships with adults who can scaffold children's' learning (Furnivall & Grant, 2014) 'This person also needs to be a role model, particularly when handling the inherent frustrations of working with digital media in innovative ways and helping to mediate the risks that digital media may bring (discussed later in this chapter).' (Hammond, 2016)  'In addition, negative experiences with (previous) attachment figures make sharing distressing memories more difficult for adolescents in family foster care, for example when these attachment figures insufficiently regulated the emotional aspects of distressing events for them, or insufficiently scaffolded them in constructing these memories' (Steenbakkers et al., 2016)	When a caring adult regularly demonstrates how to respond to challenging situations in constructive ways (C) CYP learn how to respond to challenging situations (O) because of role modelling (M).	"...I think it's a positive thing for them, because nobody's going to put up negative pictures, are they? Only me, I put moody ones up, (laughs) 'Give me that plate you've just broken, I'm taking a picture of it!' (laughs), just to make them laugh, more than anything, you know....If they have negative placements or anything like that, it could spark off bad emotions and all that, memories, but there's always a way of deleting them, so if they want to get rid of them, they can, but it's their life, they can't wipe away their life, where they've been and what they've done, it's important to keep.." <b>FC_08</b>
<b>CMOC23</b>	When a caring adult consistently and sensitively helps an adolescent curate, develop, and reflect upon narratives about their lived experiences (C) the narratives become authentic accounts that resonate with the adolescent's experience (O) because they were actively involved in the construction of accounts (M)	(Atwool, 2017) (Baynes, 2008) (Watson, Hahn, & Staines, 2020) (Watson, Staples, & Riches, 2020)	'This will help to ensure that the written story reflects the child's experiences, helping to create a coherent narrative of events, feelings and memories. Without this, we risk creating a life story book that has little meaning to the child,' (Baynes, 2008)	When a caring adult consistently and sensitively helps a CYP curate, develop, and reflect upon narratives about their lived experiences (C) the narratives become authentic accounts that resonate with the young person's experience (O) because they were actively involved in the construction of accounts (M)	"He loves the photos where he's got his siblings with him, that really makes him very, very happy, it's an 'Ah' moment for him, he likes that. His previous carer did have a family photo and she sent me a copy, so I downloaded it onto the CaringLife app and, yeah, he likes looking at that, anything to do with his family, yeah, that's his magic moment." – <b>FC_04</b>
<b>CMOC24</b>	When adolescents are not actively involved in the construction of narratives about their lived experience (C) they can struggle to accept the narratives as their own story (O) because they do not resonate with the young persons lived experience (M).	(Baynes, 2008) (Watson, Hahn, & Staines, 2020) (Gallagher & Green, 2012) (Atwool, 2017)	'Children may feel that their life story book lacks a coherent narrative or presents a narrative with which they disagree (Watson et al., 2015a). This can lead to dissonance between their identity and the identity presented in the book, leading children to believe that including multiple perspectives would be beneficial (Watson et al., 2015a).' (Watson, Hahn, & Staines, 2020)  'All proponents of life story work emphasise the importance of working with the child and allowing them to give	When CYP are not actively involved in the construction of narratives about their lived experience (C) they can struggle to accept the narratives as their own story (O) because they do not resonate with the young person's lived experience (M).	"There was one incident when he was having a moan and having a cry under the blankets and whatever and I found it absolutely hilarious and I recorded him, (laughs) and he told me not to put it on CaringLife, he doesn't want that on there, no, he doesn't want that one there, that's the sort of thing he doesn't want, when he's been naughty and he's upset and he starts being silly, he doesn't want those things on there, no, no." - <b>FC_04</b>

			voice to their subjective experience. Kagan (2014) warns of the dangers of practitioners writing life stories for children, arguing that their validity is likely to be questioned because they do not fully capture the child's experience or perspective and traumatic events may be glossed over.' (Atwool, 2017)		
<b>CMOC25</b>	When caring adults do not consistently and sensitively help adolescents curate, develop, and reflect upon narratives about their lived experiences (C) identity development can be negatively impacted (O) because the adolescent constructs unnecessarily negative narrative accounts (M).	(Watson, Hahn, & Staines, 2020) (Shotton, 2012) (Atwool, 2017) (Watson, Staples, & Riches, 2020)	'Granting children control over narratives aids identity formation but left unchallenged their perspective of events may also become one-sided and inaccurate' (Watson, Hahn, & Staines, 2020)	When caring adults do not consistently and sensitively help children and adolescents curate, develop, and reflect upon narratives about their lived experiences (C) identity development can be negatively impacted (O) because the young person constructs unnecessarily negative narrative accounts (M).	"To be honest, she doesn't really use it, I do, I do it all, I put everything in folders and then I then go through and take out what I don't want and then I just upload the stuff that I think will be relevant but, yeah, hers is more the embarrassment factor around, 'Oh god, that's what I used to look like 6 years ago!', or last year, or whatever (laughs) - because every photograph now is like this [posing] or, you know!"- <b>FG_01B</b>
<b>CMOC26</b>	When a caring adult supports an adolescent to construct narrative accounts of their experience using alternative information or interpretations (C), less negative narratives may result (O), because they have more perspectives to draw on (M)	(Fitzhardinge, 2008) (Shotton, 2012) (Davies & Hodges, 2017) (Pakrosnis & C~epukiene, 2011) (Hooley et al., 2016) (Baynes, 2008) (Shotton, 2013) (Gallagher and Green, 2012) (Shotton, 2010) (Willis and Holland, 2009)	'Narratives were enriched by bringing into consciousness some alternative interpretations and accommodating in a deeper way the perspectives of different people within the story.' (Fitzhardinge, 2008) 'From a narrative perspective it can help the child to thicken positive counter-narratives impacting on the dominant stories the child has and is able to tell about themselves, particularly thickening stories around their strengths, worth and belonging' (Shotton, 2012)  Participants also highlighted the importance of finding out what the events mean to the child and offering alternative narratives:' (Hooley et al., 2016)	When a caring adult supports an CYP to construct narrative accounts of their experience using alternative information or interpretations (C), less negative narratives may result (O), because they have more perspectives to draw on (M).	"FG_01B: "...maybe, in some families, where that is an issue, because there is no contact and no family and not very good relationships but I do have a fairly good relationship with the family...  FG_01A: The position that we are in, sadly, is we have nothing at all and it looks like we will never ever get anything at all, the relationship is zilch...I don't think these children will ever have anything at all, sadly. I think that's why I put so much into the Caringlife, because that's something that we're very aware, that they've got nothing before 2 years, 3 months, sadly, and the chances are literally zero, they won't ever have anything.  FG_01C: Like you said, I have zero contact with the birth family because the birth family is abroad but my young person has a brother and a sister here...I suppose, like [FG_01A], it really depends on case by case and, you know, [FG_01B] has some relationship with the birth family, [FG_01A] does not..."
<b>CMOC 26.1</b>				When a caring adult records first shared experiences when a CYP enters a new home in a sensitive manner (C), this is important because it helps to build trusting relationships and secures early shared memories (O) because CYP feels the caring adult carers about them (M)	"Yeah, so, I think it was after that first time at Pizza Express that she kind of felt a little bit like, 'Someone's taking photos of me and capturing small things that I don't know even know why you'd take a picture of that' but, you know, over time I think she likes that she can see everything that she's achieved and have a sense of, 'I did this'/or 'I had this experience.'" - <b>FC_01</b>  "I kind of set it out quite early....So, you know, 'Do you take pictures of yourself? Do you post them online? If you

					<p>don't, here's another alternative' or, if they don't want that as an alternative, just say, 'We go on outings, we take pictures, would you like to be included in those pictures? I upload them here', and when you're telling them about logs, as well, I use it as an extension of the log, because obviously they can request access to their daily logs as well, so just let them know that, 'As well as logs, I do take pictures if that's something you're comfortable with.'" <b>FG_02A</b></p> <p>They don't want to be here! When they move in, there are issues, it's not a holiday, they don't want to be here, they don't want to be with us, they don't want to hear about us, so just being like, 'Oh, what are you wearing? Let's take a picture!', it really depends on the situation, but I don't think it's a good experience!" <b>FG_01C</b></p> <p>"So if they've come from somewhere else and they've already got an account that's active and I can show them the pictures that are already stored and then I've discussed with them, 'This is why it's stored, this is ...', you know, and who has access to it, so they know that, you know, their teacher hasn't got access or, you know, grandma hasn't got access, so I would explain all of that to them then." – <b>FG_02B</b></p> <p>"She was with us from literally a couple of weeks' old, to 19 months, so she was young, so were able to start it [Caringlife] from very early..." <b>FC_02</b></p> <p>"So, as soon as they arrived, I took the picture of them they day that they arrived, you know, because I had the three of them, there was a brother that moved on to another carer, for different reasons, and that's what we do when they first come and then, you know, right until the end, so it's right from the beginning, I start taking photos as soon as they arrive..." <b>FC_03</b></p> <p>"From the day they come into Care, there should be a photo on that app that says, '<i>This is the day you came to us</i>' and then, I think, '<i>This is the day you were placed with your foster carer</i>'/'<i>This is their family</i>'/'<i>This is their house</i>'/'<i>This is where you used to live</i>', so all of that Life Story work that we have to trail through should already be on there..." <b>SWK_02</b></p>
<b>CMOC27</b>	When a caring adult consistently and sensitively helps an adolescent curate, develop, and reflect upon narratives about their lived experiences (C) positive narratives including liberating narratives can be constructed (O) because caring	(Connor et al., 1985) (Hammond & Cooper, 2013) (Finlay, 2022) (Hammond, 2016) (Hammond, 2012) (Fitzhardinge, 2008) (Gutsche, 2013) (Happer et al., 2006)	The therapeutic process involves creating opportunities to open up conversational spaces. These spaces provide young people with opportunities to share accounts of their own lives, in their own words. These accounts are listened to by a consistently available adult who can sensitively support the	When a caring adult consistently and sensitively helps a CYP curate, develop, and reflect upon narratives about their lived experiences (C) positive narratives including liberating narratives can be constructed (O) because caring adults can help	"I remember taking a picture of her starting Year 11, which is in a different school even to now, and thinking about how <i>angry</i> she was at that time and, yeah, she just didn't care about <i>anything</i> , and then thinking, ' <i>Actually, it was very small but there was a shift a few months down the line when she moved school</i> ', and just thinking about how she's been a lot more interactive since then...to just see that journey and, I guess, the change in her appearance,

	adults can help adolescents to re-script negative narrative accounts (M).	(Hooley, 2015) (Känkänen & Bardy, 2014) (Cook-Cottone & Beck, 2007) (Watson et al., 2015b) (Holody & Mäher, 1996) (Shotton, 2013) (Hooley et al., 2016)	young person's reflections on the stories they choose to share, and potentially, provide re-scripting or re-editing advice.' (Hammond, 2016).  'Importantly, these reflections must eradicate self-blame and encourage young people to look forward positively towards their futures. This phase is about encouraging young people to recognise their own resilience, effectively turning 'if only this hadn't happened' into 'despite all these things that have happened to me'. (Hammond & Cooper, 2013)	CYP to re-script negative narrative accounts (M).	and then associating that with, ' <i>Oh, I remember, she felt like this at that time</i> ', to now, where she's very, very confident, very out-going, you know. Yeah, I think it's nice to reflect, as a <i>carer</i> , on just how much can happen in a year as well." <b>FC_01</b>  "I think it makes us a bit closer, I think, I do think that. I'm just playing it back in my head. I think it does because we sit together and we look at them together and we talk about them together and he will give his tuppence worth and I give my threepence worth, so, yeah, I think it does bring us closer, I do, yeah." <b>FC_04</b>
<b>CMOC28</b>	When significant individuals provide alternative positively framed narratives to the adolescent (C) it helps to increase their self-esteem and ability to develop positive future expectations (O) because they become increasingly aware of their positive characteristics and abilities (M).	(Shotton, 2012) (Aust, 1981) (Hooley et al., 2016) (Teodorczuk et al., 2018) (Eldridge, 2018) (Happer et al., 2006) (Sanders, 2020) (Devenney, 2017)	'From a narrative perspective it can help the child to thicken positive counter-narratives impacting on the dominant stories the child has and is able to tell about themselves, particularly thickening stories around their strengths, worth and belonging.' (Shotton, 2012)  'The co-construction of stories around their achievements and certificates contributes to their perception of themselves as someone who can achieve. As they reflect with their carer and look together at their writing and spelling they are able to co-construct stories about their progress over time and see themselves as someone who can make progress, who can grow and change in positive ways.' (Shotton, 2012)	When caring adults provide alternative positively framed narratives to the CYP (C) it helps to increase their self-esteem and ability to develop positive future expectations (O) because they become increasingly aware of their positive characteristics and abilities (M).	"...think my role is to capture memories around my young lady's life story in care that are significant and actually may <i>not</i> be significant as well, for her to, hopefully, one day reflect on or, if not reflect on, at least have the opportunity to see, that's it... highlighting the emotional significance of what those small moments mean to a child much later on down the line, I think that's the key thing here that we're definitely missing...." <b>FC_01</b>  "...When I taught him to ride a bike, we went to the park and I videoed him falling off, getting up and going on it again, until he actually got it..." <b>FC_04</b>  "...Because I think they lose sight of where they've been, who they've been with, and to show them good memories rather than bad memories, I think it's for them to see that they really have had a good life, regardless. I think it will be a positive thing for them, not a negative. I think it will make them smile and make them a lot happier, to look back and see, 'It weren't all that bad...." <b>FC_08</b>
<b>CMOC29</b>	When significant individuals are given the opportunity to offer their narrative account of adolescent's life experiences (C) adolescents become aware of alternative interpretations of life events (O) because they have access to different narrative accounts (M).	(Bazalgette, 2015) (HCC, 2022) (Hills, 2022) (Beste & Richardson, 1981) (Baynes, 2008) (Peake, 2009) (Ferrier, 2011) (BASW, 2020) (ARCBOX, 2022)	'Fourth, Life Story Books that include contributions from more than one source, such as foster parents, social worker, and parents, will allow children to have a broader understanding of their life events. It will also increase the child's awareness that different people see the same situation differently.' (Beste	When significant individuals are given the opportunity to offer their narrative account of the CYP's life experiences (C) they become aware of alternative interpretations of life events (O) because they have access to different narrative accounts (M).	"And then on some occasions, as well, it would be really nice for the parents to be able to have access to the photos - because I've got this family and I work very well with the parents, they're very engaging, <i>amazing</i> family, I'm constantly sending photos from the foster carer to the parents ... do you know what I mean? ... and it would be nice if they could see their school reports on there, having access, again, just visual access, they can't upload or anything, but just

		(Fitzhardinge, 2008) (Watson, Hahn, & Staines, 2020) (Hoyle et al., 2020) (Watson et al., 2015a) (Watts, 2021)	<p>&amp; Richardson, 1981)</p> <p>‘Children were consistently clear that the narrative presented in their book should be of their biography, representing multiple actor viewpoints including those of their birth family.’ (Watson et al., 2015a)</p> <p>‘In addition, a life story book that contains many voices is likely to be seen by the child as having more credibility in the future” (Baynes, 2008)</p>		<p>having that visual access to see what their kids are doing. I, absolutely, 100%, I know that it’s not going to be for everybody but there will be times when it could be available - and why should it not be available to people, you know, the parents?”</p> <p><b>SWK_02</b></p> <p>“...Unfortunately, for him, because of his background, we haven’t got anything on his birth family but perhaps, you know, it’s the other little girl I’m thinking of, where there was a lot...there’ll be quite a lot on there for her to see and there’s videos of her as well with them, which is nice, so when she’s ready to understand that...looking back at their history, when they’re ready to understand it, yeah, is going to be the benefit...”</p> <p><b>FC_02</b></p>
<b>CMOC 29.1</b>				<p>When a placement ends caring adults should document positive features of shared times and/or wish the CYP good luck for the future (C). The CYP is more likely to understand the end of the relationship and move forward positively (O) when the relationship has been closed appropriately (M).</p>	<p>“...then as she gradually moved on to meet her forever Mum and Dad, we did a section there, so we put our ‘goodbyes’ to her on there as well, each member of our family, so she’s kind of got a record of each stage of her life and, hopefully, now her adoptive parents can carry on with it” – <b>FC_02</b></p> <p>“Can I add content for children once they’ve left my care? No, at this stage, you can only add content while the children are in your care. If you have content that you would like to give the child, please send it to their Case Worker to add to CaringLife.” <b>Caringlife: Information for carers.</b></p> <p>“What happens if my child moves to another family? Will they still have a CaringLife account? If your child moves to another family, the Carer account is transferred to the new family so that they can continue to upload content to the child’s account. The new family can’t see any content you’ve uploaded”. <b>Caringlife: Information for carers.</b></p>
<b>CMOC30</b>	<p>When significant individuals including birth relatives are positively involved in Low intensity LSW (C) stronger relationships can be established between those involved (O) because of the interactions facilitated through the activity (M).</p>	<p>(Cook-Cottone &amp; Beck, 2007) (Shotton, 2012) (Buchanan, 2014) (Watson, Staples, &amp; Riches, 2020) (Hooley, 2015) (Shotton, 2012)</p>	<p>“The life-story work can also be used as a way to structure visits with biological parents and siblings. The visit time can be used to collect artifacts (take photos or share old photos) and record related information (e.g. write letters, create a memory page for photos, tell stories about the photos).’ (Cook-Cottone &amp; Beck, 2007)</p> <p>‘facilitating interaction with other family members, bringing the family closer together, helping other family</p>	<p>When significant individuals including birth relatives are positively involved in DLSW (C) stronger relationships can be established between those involved (O) because they get to learn more about each other (M).</p>	<p>“...she [CYP] had a lot of contact with her birth family, so we had a whole folder on that, like her journey with them, and the things that we did for her birth parents’ birthdays and things and Mother/and Father’s Day and things, so she can look back and see that these were done, and for the last time she saw them as well, and also the comments they made, I was able to write them in for her as well...” – <b>FC_02</b></p> <p>“We also suggest adding captions to all the content, so you can add detail about the photos and videos. This might include adding the names of the people in the photos or videos, where the photos were taken, etc. You can also see and add comments to</p>



			members feel involved in the care of the child' (Shotton, 2012)		all the photos and videos.” <b>Caringlife: Information for children and teens.</b>
<b>CMOC31</b>	When significant individuals including birth relatives are involved in low intensity LSW (C) identity development can be supported (O) because significant individuals can share information about the adolescent's family heritage (M).	(Monson et al., 2020) (Neil & Beek, 2020) (Buchanan, 2014) (Hoyle et al., 2020) (Sanders, 2020)	‘For young people, carers and workers could also be gatekeepers for connectedness with cultural heritage and identity. One young person described what he believed was a turning point in a relationship with a carer, when the carer took him to a restaurant serving the cuisine of the young person’s country of origin’ (Monson et al., 2020)  ‘Staying in touch with parents, siblings and other important people helps children develop a sense of identity and belonging and promotes healthy and stable relationships,’ (Sanders, 2020)	When significant individuals including birth relatives are actively involved in DLSW (C) identity development can be supported (O) because significant individuals can share information about the young person’s family heritage (M).	“Sometimes I take it on as my responsibility; some of the parents change their phone all the time, they have no pictures because they’ve got rid of their phone, you know, and I don’t want that child to think that their whole life before them has just gone, so that’s why, when I work with parents, it’s good for me to get previous pictures, or any on-going pictures, so they can remember that they did still see their family and they’re still part of their family’s identity.” – <b>SWK_04</b>
<b>CMOC32</b>	When adolescents exert a choice over how low intensity LSW everyday life experiences are preserved and reflected on (C) they experience ownership over the process and resulting products (O) because they feel valued their perspectives and opinions are valued.	(Hooley, 2015) (Watson et al., 2018) (Buchanan, 2014) (Hammond & Cooper, 2013) (Watson, Hahn, & Staines, 2020) (Holody & Mäher, 1996) (NICE, 2021) (HCC, 2022) (Hammond, 2012) (Peake, 2009) (Gutsche, 2013) (Buchanan, 2014) (Lucas et al., 2020) (Baynes, 2008)	‘Children can have ownership of their story work via choosing which objects to story/not story and by dictating the pace at which the work progresses: I think it’s a great concept and would be a good idea for children to have ownership of their stories and memories. (FSW, Ben)’ (Watson, Hahn, & Staines, 2020)  ‘A feeling of ownership appeared to be fostered through the use of a person-centred and flexible approach to LSW.’ (Buchanan, 2014)	When CYP are allowed to exert a choice over how everyday life experiences are documented, uploaded, and reflected on (C) they experience ownership over the process and resulting content (O) because they feel their perspectives and opinions are valued (M).	“We can both do it, I can do it, she can do it. It would be hard work though, because she put a lot of photos on there!” - <b>YP_03</b>  “...when we went out and I would take pictures, she would play up to the camera, ‘Oh, are you videoing it!?’ and she’d play up to the camera, she thought it was really good it was all signs like this [posing], really loving it, but never ever put it on her own phone” - <b>FG2_02B</b>  “ <b>Do you have a say in what [foster carer’s name] uploads for you?</b> Yeah, I sometimes say, ‘I don’t like that one.’ <b>What sort of picture might you not want her to upload?</b> If it’s not really proper, if I look dirty.” – <b>YP_04</b>  “He does ask me, ‘Are you going to put that on ...?’, I say, ‘Yeah, I’ll take a picture of it’, so he does ask me, I’ll say, ‘Show me your certificate. Right, I’ll take a picture and put it on your CaringLife app’, he asks me to do it, so in that way we work together, he’ll say, ‘Will you load it up? ... will you load it up?’ and I go, ‘Yeah’, I always do, ‘Give me a picture of that.’ He does ask silly stuff and I’ll say, ‘No, I’m not putting that up, no, I’m not putting that up, you do that yourself!’ (laughs)” – <b>FC_08</b>
<b>CMOC 32.1</b>				When carers take on the responsibility to upload and curate content for the CYP in their care who may not wish or be able to do this themselves (C), this ensures content is not lost (O) because CYPs	“But, yeah, I mean, I think it’s nice, it’s nice to be able to do it, and I sort of show my young person, I sort of say, ‘Well, look, I’ve put this on, have a look’, and he sometimes messes around with my app, you know, my account on it, he hasn’t really used it himself at all, he’s interested in it and he’s interested in what I’m doing with it but ... he wants me to upload the pictures, he doesn’t

				memories are still recorded and stored (M).	necessarily want to do it himself because when he's doing things, you know, he's got the photos on his phone, so he's quite happy, he's already got <i>his</i> photos that he needs, when I see an interesting photo, when I see a photo that I think he would like, I quite often will WhatsApp it to him anyway, so then, again, he has it via WhatsApp, and so he doesn't necessarily, at this current time, see all the benefits of the app, and things like, you know, with Google Photos, as well, it will sometimes say, 'Remember, five years ago on this day ...' and they just send these things to you and that's quite nice because then you look and say, ' <i>Ah, look, look what happened five years ago, this is what we were doing!</i> ', and things like that, you know. So, again, at this time he's not seeing <i>all</i> of the benefits of the app, is what I would say." – <b>FC_06</b>
<b>CMOC33</b>	When adolescents are given agency to choose the mediums (digital, paints, puppets, physical/digital 'visits' music etc) used to collect and conserve everyday memories (C) it is engaging to them (O) because they have a sense of control, ownership and power over the process, (M).	(Watson, Hahn, & Staines, 2020) (Hammond, 2012) (Hammond, 2016) (Watson et al., 2015a) (Aventin et al., 2014) (Hills, 2022) (Buchanan, 2014) (Holody & Mäher, 1996) (Hammond & Cooper, 2013) (Nuffield Family Justice Observatory, 2021) (Baynes, 2008) (Hooley et al., 2016) (Hammond et al., 2021) (Lucas et al., 2020) (Peake, 2009) (Willis & Holland, 2009) (Känkänen & Bardy, 2014) (Gutsche, 2013) (Hammond & Cooper, 2013)	'trove aims to support children to keep their own record of their life, through interactive child-driven technology, to give them some control of their life story.' (Watson, Hahn, & Staines, 2020)  '...how we can support that so it feels like their story rather than produced in a format that somebody has given them. We want to make sure that for young people, their stories are owned by them, and that means having them in a format that they would choose.' (Hills, 2022)	When CYP are given agency to choose the format of digital artefacts (e.g., photos, videos, scans) used to collect and preserve everyday memories (C) it is more engaging to them (O) because they have a sense of control, ownership and power over the process, (M).	"Like I don't do, mostly, normal photos, I just do like videos that I make on Capcut, the app, it's like a collage, a bunch of videos together, and then I turn it into a video and put some sound on it." - <b>YP_03</b>  Can I see the content my child loads on their account? You can see the content if a child chooses to share the content with you. They can choose to upload the content privately or share it with you. If you have any concerns, please speak to your Case Worker. <b>Caringlife: Information for carers</b>
<b>CMOC34</b>	When caring adults are aware of the adolescent's special educational needs and disabilities (SEND) (C) the adolescent can engage with preserving and reflecting on their experiences (O) because appropriate adaptations can be made to make the activity accessible (M).	(Hamilton, 2020) (Hammond, 2012) (HCC, 2022) (Atwell, 2016) (NICE, 2021)	'Where the child has some level of learning disability, careful thought will need to be given to the implications this will have on undertaking life story work, considering in particular the most effective methods of communication.' (HCC, 2022) 'For children with a disability who perhaps have difficulty in communicating by speech, or who may lack the use of one or more of the senses, it is possible to develop life story work that does not depend only on visual	When caring adults are aware of the CYP's special educational needs and disabilities (SEND) (C) the CYP can engage with documenting, uploading, and reflecting on their experiences (O) because appropriate adaptations can be made to make the activity accessible (M).	"We use the CaringLife weekly to help them with their language because they look at the photos, we talk about it... we're using it in a developmental way...." – <b>FG_01A</b>

			<p>methods but involves stimulation of other senses.’ (Atwell, 2016)</p> <p>‘Take a flexible approach to life story work, and tailor it to the developmental age and needs of the looked-after child or young person.’ (NICE, 2021)</p>		
<b>CMOC 34.1</b>				When caring adults are aware of the UASC’s background and needs make appropriate adaptations (C) the CYP can engage with documenting, uploading, and reflecting on their experiences (O) because these make DLSW more accessible (M).	Developed from suggestion from Stakeholder Advisory Group. Limited to no data from primary data collected to support this CMOC.
<b>CMOC35</b>	When caring adults from the adolescent’s support network have training materials available to them (C) CYP with SEND can engage with preserving and reflecting on their lived experiences (O) because the caring adults in their support network are equipped with the knowledge and skill to make appropriate adaptations (M).	(Atwell, 2016)	‘In deciding how to tackle life story work with disabled children, it is also important to consider who would be best able to do this work. Since being able to understand and communicate with the child is paramount, this should be undertaken by the person who communicates best with the child, rather than assume it is always done by the child’s social worker.’ (Atwell, 2016)	When caring adults of CYP with SEND have training materials available to them (C) children and adolescents with SEND can engage with preserving and reflecting on their lived experiences (O) because the caring adults in their support network are equipped with the knowledge and skill to make appropriate adaptations (M).	“She would need support to access it... but to be honest, I’ve not really gone into that, so I can’t really speak about how that’s going to work.” <b>FC_07</b>
<b>CMOC 35.1</b>				When caring adults from the CYP support network have UASC sensitive training materials available to them (C) UASC can engage with preserving and reflecting on their lived experiences (O) because the caring adults in their support network are equipped with the knowledge and skill to make appropriate adaptations (M).	Developed from suggestion from Stakeholder Advisory Group. Limited to no data from primary data collected to support this CMOC.
<b>CMOC36</b>	When the creation of a product is prioritised over a meaningful process for securing everyday memories (C) the value of narratives contained will be reduced (O) because the product does not represent adolescents lived experience of everyday events (M).	(Känkänen & Bardy, 2014) (Hammond & Cooper, 2013) (Hooley et al., 2016) (Baynes, 2008) (Hammond, 2012)	‘Baynes (2008) continues by suggesting that life story work has been pushed to the periphery of practice within a more quantitatively driven target-focused profession. She fears that this may lead some to conceptualise life story work as a product, which could detract from the	When the creation of a product is prioritised over a meaningful process of annotating, curating and uploading everyday memories (C) the value of narratives contained will be reduced (O) because the digital product does not represent	“That’s one thing that I’ve really tried to stress to carers but I think sometimes they’re just so fixed on getting stuff on there, I’ve really said to them, ‘It’s quality, not quantity. I don’t need five pictures of exactly the same thing’ because that’s not important, I would much rather have one picture and an explanation of what it is because when this child looks back, they’re not going to be able to make



			<p>potentially therapeutic nature of the underlying process.’ (Hammond, 2012)</p> <p>‘They also note that although the process is of primary importance, the material record was also significant.’ (Atwool, 2017)</p>	<p>children and adolescents’ lived experience of everyday events (M).</p>	<p>sense of these pictures if there’s no narrative and that’s why it’s really important that they’re putting the comments on” - <b>SWK_03</b></p> <p>“I think maybe I’m uploading pretty much all of them to the CaringLife app, rather than picking out specific ones and maybe picking three or four of a special occasion - but then I’m not sure whether that’s good or bad, you know, does it overload with too many on one subject? I don’t know, and until someone’s a bit older and can look back then I’m not going to know that really.” - <b>FC_07</b></p>
<b>CMOC 36.1</b>				<p>When the uploading of content is prioritised over a meaningful process of selecting, annotating, curating and uploading everyday memories (C) the value of narratives contained will be reduced (O) because the digital product becomes meaningless to the CYP (M).</p>	<p>“I think maybe I’m uploading pretty much <i>all</i> of them to the CaringLife app, rather than picking out specific ones and maybe picking three or four of a special occasion - but then I’m not sure whether that’s good or bad, you know, does it overload with too many on one subject? I don’t know, and until someone’s a bit older and can look back then I’m not going to know that really.” – <b>FC_07</b></p> <p>“Ideally, for me, I’d like to see albums, so it’s like a photo album each time, not just a random library of photos that don’t have any context or any meaning to it, I think they should all be put into little, even if it’s the day/or the week/or whatever, each day is a different album, because then the foster carers could go back through their diaries and say, ‘Oh, this is the day we went to the seaside’, but if you put all the summer holiday photos up at once then there’s no real meaning to that.” - <b>SWK_02</b></p>
<b>CMOC37</b>	<p>When the process of curating, developing, and reflecting upon narratives about lived experiences is prioritised over the recording (C) a bank of future reflective starting points is lost (O) because everyday memories and artefacts are not secured (M).</p>	<p>(Aust, 1981) (Walker &amp; Ryan, 2016a) (Hoyle et al., 2020) (Hooley, 2015) (Watson et al., 2015b) (Hills, 2022) (Watts, 2021) (Buchanan, 2014) (Känkänen &amp; Bardy, 2014) (Atwool, 2017) (Willis &amp; Holland, 2009) (Beste &amp; Richardson, 1981) (Aust, 1981) (Hammond, 2016)</p>	<p>‘We never regard the work as finished as life goes on, but some record of the process is important as it provides a reference point, particularly as it can be updated until adulthood.’ (Walker &amp; Ryan, 2016a)</p> <p>‘Material items and the records produced during the work were important to the young people. Many described treasuring them, returning to them often and planning to continue to add to them.’ (Buchanan, 2014)</p> <p>‘Concrete artefacts – such as poems, photographs, paintings, cartoons and so on – cannot be ignored, which also means that unlike an</p>	<p>When the process of curating, developing, and reflecting upon narratives about lived experiences is prioritised over the recording (C) a bank of future reflective starting points is lost (O) because everyday memories and artefacts are not secured (M).</p>	<p>FG_01B: I just thought it would be lovely for her to have that when she gets older, then it’s all there, and it is possible, I could take pictures of all of that and I could upload all of that into CaringLife, it could all be there,</p> <p>FG_01A: My top tip would be; don’t put pressure on yourself [to upload large amounts of old content], unnecessary pressure, and my top tip would be; don’t give up, it’s a lovely app, yeah, don’t put pressure and enjoy the moments, because we actually enjoyed the moments with the children, with these photos, and we can just see how much the children are getting from it... <b>FG_01</b></p>

			unrecorded spoken narrative, they persist after the initial act of telling and we can return to them again and again.' (Känkänen & Bardy, 2014)		
<b>CMOC38</b>	When adolescents feel empowered to have editorial control over memory product(s) (C) they feel more positive about the product(s) and experience greater ownership of their story/narrative (O) because they have control over how, and which, events are recorded or not (M).	(Baynes, 2008) (Watson, Hahn, & Staines, 2020) (Watson et al., 2018) (Hoyle et al., 2020; Watson et al., 2015a) (Buchanan, 2014) (Gallagher & Green, 2012) (Gray et al., 2019)	<p>'Children can have ownership of their story work via choosing which objects to story/not story and by dictating the pace at which the work progresses' (Watson, Hahn, &amp; Staines, 2020)</p> <p>'In some cases children were dismissive about their book, as the focus did not seem to be on them specifically. For a few children, photos included were stark reminders of differential treatment of siblings by birth parents and contributed to negative feelings.' (Watson et al., 2015a)</p> <p>'have stuck a piece of paper over a section about me behaving inappropriately around Rhian and John, my adoptive family that broke down. The thing in the life story book spoilt my memory of Rhian and John's .... It seemed like it was written for somebody younger than me. (Caitlyn, 19)' (Gallagher &amp; Green, 2012)</p>	When CYP are allowed to decide what content is uploaded (C) they feel more positive about the product(s) and experience greater ownership of their story/narrative (O) because they have control over how, and which, events are recorded or not (M).	<p>"He does it any time he wants ... no, he's not on it as much as me, only when I'm uploading pictures, I tell him and then he goes on his iPad and has a look and shows my husband and everybody, '<i>There's my photo ... ah, remember this? ... remember that?</i>', so it's nice, yeah." – <b>FC_08</b></p>
<b>CMOC39</b>	When the medium used for collecting the product is easily editable (e.g., digitally) (C) it helps the contents of low intensity LSW hold meaning over time (O) because it can be updated and edited when needed (M)	(Beste & Richardson, 1981) (Hammond, 2012) (Hammond & Cooper, 2013) (Watson et al., 2015a) (Watson, Latter and Below, 2015) (Atwool, 2017) (Hammond & Cooper, 2013) (Hooley et al., 2016) (Nuffield Family Justice Observatory, 2021)	<p>'Digital tools offer the ability to help young people to express thoughts and feelings which can be continually updated, edited and reflected upon. Using interactive computer-based mediums in this way grants the user flexibility to make changes frequently and easily.' (Hammond &amp; Cooper, 2013)</p> <p>'Concerns about the scrapbook style focused on the inability to remove information or to update as the child grew older.' (Watson, Latter and Below, 2015)</p>	DLSW is easily editable* (C) which helps the contents hold meaning over time (O) because it can be updated and edited when needed (M).	<p>"and the fact that you can't delete anything; basically, you have to ask the social worker to do it on your behalf and you just don't want to say, 'Oh, can you delete that because I want to put another photo before that?', it makes it a little bit, again, too much effort, it's a bit of a drag, to be honest, yeah, that's my feelings" – <b>FG_01C</b></p> <p>"And then you're nervous to put it on there because you think, 'Oh my god, if I need to change that, I've got to go through all the hoops to change it'; you want to be able to do that yourself, but once it's on there, someone else has to either delete it for you, or you have to interact with it." – <b>FG_01B</b></p> <p><b>"Can I delete content?</b> No, you can't delete content - but you can hide it. If you don't like a certain photo or video, it goes into a "Hidden Content" folder on</p>

					<p>your account which you can access at any time in the future if you wish. <b>Caringlife: Information for children and teens.</b></p> <p><b>“Can Content Be Deleted?</b> The children and carers can delete content within 24 hours of uploading it, to ensure that if a mistake is made, and the wrong content has been uploaded, it can be easily fixed. However, after 24 hours the content cannot be deleted. This is to ensure the content is safe. If a child doesn’t want to see a certain image, they can “hide” the image, so they can see it later if they choose. Social Workers have full capability to delay or delete content that is not suitable for the child.”</p> <p><b>Caringlife: Induction for social workers</b></p>
<b>CMOC40</b>	When digital artefacts/products are backed-up and have access controls (e.g., encrypted and password protected) (C) it helps preserve and keep the contents safe (O) because it is secured and protected from unauthorised access (M).	(Hammond & Cooper, 2013) (Shepard, 2022) (Ferrier, 2011) (Watson et al., 2015a) (Atwool, 2017) (Willis & Holland, 2009) (Gustavsson & MacEachron, 2008) (Beste & Richardson, 1981) (Hammond & Cooper, 2013) (Hammond, 2016) (Ferrier, 2011) (Gray et al., 2019)	<p>‘Security mechanisms were posited from both groups, including remotely programmable passcodes or a scannable key.’ (Gray et al., 2019)</p> <p>‘Provision of back-up storage in case records are lost or destroyed is also needed.’ (Atwool, 2017)</p> <p>‘Digital life story work products can be copied easily and, with permission, back-up copies can be stored with young people’s files for posterity.’ (Hammond, 2016)</p>	When digital artefacts/products are regularly backed-up and have access controls (e.g., encrypted and password protected) (C) it helps preserve and keep the contents safe (O) because it is secured and protected from unauthorised access or from being destroyed or lost (M).	<p>“Yeah, and if anything, god forbid, was ever to happen to that foster carer, that iCloud is gone for good because the chances of somebody else having that password for that iCloud is going to be so remote but, at least, with the Caring Life app, you’ve got someone that’s overseeing that, that could then re-set the password, if I went off sick/or whatever, somebody would step in, so you <i>know</i> that app is never going to leave that child, and I believe that you can also sign it over to the child when they do leave foster care, so they get their own email/or whatever, so, yeah, so I think that works.” – <b>SWK_02</b></p> <p>“It’s still there, it doesn't disappear, it gets saved, and I might be wrong but I think it gets saved for 99 years, the account is supposed to be there, accessible by the child, for 99 years.” - <b>FG_002B</b></p> <p>“I really feel really passionately that it’s really important to capture memories for children in care, to give them a sense of belonging and to understand the journey they went on in care - because a lot of them move from one placement to another and things get left behind, or lost, you know, photo books, for example, so the CaringLife app follows them, so the next foster carer would have access to the same thing, so I take them because I think it’s important but also I think because the app exists.” – <b>FC_05</b></p> <p><b>“What happens I moves to another carer? Will I still have a CaringLife account?</b> Yes. If you move to another carer, the new carer will be connected to you so that they can continue to upload content. They can only see the content they upload (not the content from the other carers) so if you would like to show them older photos and videos on your account, please do!” <b>Caringlife: Information for children and teens.</b></p>
<b>CMOC40.1</b>				When digital artefacts/products are backed-up and have access	“...it's something that can't be destroyed, was a big kind of pitch because, obviously, doing scrap books and

				controls (e.g., encrypted and password protected) (C) CYP cannot destroy artifacts (M) this can deny potentially cathartic experiences for CYP (O).	<p>things, I child can, in a temper, rip that up, whereas this, nothing can be deleted except by the social worker..." <b>FC_09</b></p> <p>"I had a child from the age of 8, to just just below 19, this was before this app was available, and we did the Memory book, and we've got loads of stuff, and when the child left, just before he was 19, he left in a really bad way, you know, like he wanted what he wanted and, actually, I've not seen him in the two years that he's left. I didn't give him his Memory book because I know if I'd given him the Memory book at that point, it would have gone in the bin, it would have been defaced, it would have been, you know, like, so actually I still have it but I have it as in, I haven't moved, so I have the hope that one day, you know, when he knocks on my door, I can give him the good memories that he had when he was with us and not the last month, when everything went wrong..." <b>FC_02</b></p> <p>"Can I delete content? No, you can't delete content - but you can hide it. If you don't like a certain photo or video, it goes into a "Hidden Content" folder on your account which you can access at any time in the future if you wish. <b>Caringlife: Information for children and teens.</b></p> <p>"Can Content Be Deleted? The children and carers can delete content within 24 hours of uploading it, to ensure that if a mistake is made, and the wrong content has been uploaded, it can be easily fixed. However, after 24 hours the content cannot be deleted. This is to ensure the content is safe. If a child doesn't want to see a certain image, they can "hide" the image, so they can see it later if they choose. Social Workers have full capability to delay or delete content that is not suitable for the child." <b>Caringlife: Induction for social workers</b></p>
<b>CMOC41</b>	When a medium for capturing a product enables narratives to be stored in different formats (e.g. voices, videos, pictures, objects) (C), they provide a richer starting point for future retelling (O), because they connect adolescents to their memories through the engaging and tangible nature of the artefacts (M).	(Hammond & Cooper, 2013) (Peake, 2009) (Hills, 2022) (Watson et al., 2015a) (Gray et al., 2019) (Watson et al., 2018) (Shotton, 2012) (Shotton, 2013) (Hammond, 2016) (Buchanan, 2014) (Atwell, 2016) (Hoyle et al., 2020) (Watson, Hahn, & Staines, 2020)	<p>'The background sounds to everyday life often go unnoticed. Sounds from the environment can help to connect to memories and hearing a specific sound can prompt a memory.' (Hammond &amp; Cooper, 2013)</p> <p>'For looked after and adopted children, physical objects are often the only remaining link to their past; a portal to stories of birth families, former homes, and significant people.' (Gray et al., 2019)</p>	When a medium for capturing a product enables narratives to be stored in different formats (e.g., voices, videos, pictures) (C), they provide a richer starting point for future retelling (O), because the content collected is more engaging and varied (M).	<p>"I think videos are really important, I like that you can upload the videos, it gives you more of a picture of what their voice sounded like, or all of these things." – <b>SWK_04</b></p> <p>"Like I don't do, mostly, normal photos, I just do like videos that I make on Capcut, the app, it's like a collage, a bunch of videos together, and then I turn it into a video and put some sound on it." – <b>YP_03</b></p>

			‘In looking through the store both carers and children were able to flesh out each memory with details of when it occurred or who else was there. It was clear that the pictorial information was very powerful in taking the participants back to the time and place when it occurred.’ (Shotton, 2013)		
CMOC 41.1				When caring adults are familiar with and used to using smartphones for everyday activities (e.g. communication, banking, capturing moments) (C), they are more likely to regularly use DLSW platforms (O), because of compatibility (M).	<p>“I haven’t altogether told my carers to stop keeping Memory Boxes because I do think it’s important to have some of those keepsakes but it obviously gives the option of being able to photograph <i>those</i> things and put them online, so you don’t end up with a huge box of memories, and, kind of, like, for the younger kids, the art work and the things that they do at school can be captured that way, which is really helpful but, I think, yeah, from the perspective of having to, especially for those carers that have kids over a really long period of time, if you’ve had a kid in your care for ten years, that’s a lot of photo albums, being able to put those online is just, yeah, so much easier and cost effective as well.” – <b>SWK_03</b></p> <p>“Yes, to CaringLife, for definite, yeah, because with CaringLife you can add every single photo you took of that event, whereas in a scrap book you would pick certain photos, if you took thirty photos of his birthday, you would just pick the best ones and put them in the scrap book, whereas on CaringLife you can add all thirty of those pictures, so there’s going to be hundreds and hundreds of thousands of pictures on CaringLife but, I would say, in a scrap book there’s going to be a lot less.” – <b>FC_09</b></p> <p>Yes, it has really, when you’re out, taking photographs, ‘<i>Ooh, that’ll be a good one for the app</i>’, or if my husband takes one, I say, ‘<i>Send it over to me</i>’ and I put it on the app, so it does actually, yeah, and I try to get them on quite quickly, before I forget, you know, and, yeah, just try to think of an appropriate caption to go with it, obviously, for a baby, they’re quite straight forward at this age, so, yes, it does make you think, yeah, definitely” – <b>FC_02</b></p>
CMOC 41.2				When a DLSW format requires minimal effort to access (C), it is more likely to be regularly used (O) because it is convenient to do so (M).	<p>“I’ve got a foster carer, I moved a boy after ten years of being in the same placement, asked her for the Life Story work, and she’s got none, she said, ‘Well, I’ve got all the photos on my phone and in my iCloud and all that’, but I need to get them to the child ... do you know what I mean? ... she has an iPhone, had the app been available, he’d have had them all straight away, now I’m having to push her to get the photos.” – <b>SWK_02</b></p> <p>“Every now and again though, if something has happened and he remembers something, or he’s speaking to</p>

					<p>somebody about something he's done or where he's been, then he'll say, '[Respondent's name] has got the picture, we've got it on CaringLife, go on, show them the picture!'" – <b>FC_04</b></p> <p>"I remember, she was with the main carers and she was really loved but she had this melt-down and she was feeling really low and I think she was still trying to find where she is, in terms of belonging to the family, struggling with identity. I remember the carers telling me that, what she did, she opened the CaringLife app and she said, 'Look, we had such lovely memories together', and she just opened it and looked and, 'I remember this'/I remember that', the child calmed down, you know, and it ended up in laughter and just a positive vibe and, you know, yeah, so, I don't know if that means anything but, I don't know, it meant something to me, hearing that, it felt so lovely and, again, in a long term placement you wouldn't have that Scrap Book ready ... do you know what I mean? ... it was just handy at a very challenging time for both of them." – <b>SWK_01</b></p>
<b>CMOC 41.3</b>				<p>When caring adults use digital means alone to catalogue everyday memories (C), tangible memories cannot be saved (M) meaning CYP may get as much out of their LSW (O).</p>	<p>Not tangible: " In a way it takes away the niceness that you get with a child, if a child is interested in their Memory book and interested in building that, and I have had children that have really enjoyed sticking the photos into books, writing what they've been doing, taking the ticket when we've been somewhere and putting it in the book, they've really enjoyed it, and I've had other children that you'd think you were setting them homework if you say, 'Look, let's do this' and it's like they just are not interested." - <b>FG_02B</b></p> <p>"Yeah, that's why I think it's so important for children. When I look back at my old school books, or my old, you know, you do just get this nostalgic feeling and to not have that because, for example, you've moved placements and it gets lost, it's good to have a back-up" - <b>SWK_04</b></p> <p>"I don't want it to replace the thoughts and the emotions that go into building Life Story work for children, because a lot of our foster carers put a lot of time and effort into that, with this Caring Life app, it doesn't really need to take a lot of time and effort, so I don't want it to replace the thought that goes into it, the process. I mean, we've got foster carers that stick things in and they add things and they'll find a sweet wrapper that meant something and put it in with bit of a quote, I don't want it to replace that, yeah?" - <b>SWK_02</b></p>
<b>CMOC 41.4</b>				<p>When DLSW is used in tandem with physical artefacts such as memory boxes (C), more variety of memory products are possible (M) so CYP can have a more</p>	<p>"I probably would have done a scrap book as well, because this is great to have and to have the albums, but I like physical, (<i>laughs</i>) you know, it's just something that they can sit with their parents and look through and talk about, whereas obviously, on the app you <i>can</i> do that but</p>



				holistic and richer storytelling reminiscing experience (O).	<p>it's not, I don't know, with a lot of things I find it easier to see it in print rather than have it in an email or something.” – <b>FC_09</b></p> <p>“Yeah, yeah, I think, really, you should just start from where you are and you keep everything what you’ve got, so the children have both, the technology sort of one and ... because we used to do that with folders, cutting out their pictures, writing, putting coloured things on, and we’ve had parents that have been given both; the old style and the new style.” – <b>FG_01A</b></p> <p>“there are certain things that Caringlife doesn’t actually replace, such as, you know, again, going back to foster carers, and our role, it’s very important to make sure there’s things like a Memory Box, nothing <i>will</i> replace seeing your first shoes, or something significant, maybe a very significant gift that the children received from their mothers, or from their birth families, or, I don't know, and I think, equally, as Scrap Book, I think we will still encourage carers to do when the children move, and that can actually just include some milestones” – <b>SWK_01</b></p> <p>“Yeah, I still do physical, just because it’s interactive, with the younger children I like to do arts &amp; crafts, I want them to stick things down or, in their own hand-writing, write about their understanding of certain things about family and doing family trees and all of that, I like to make it as creative as possible, I go into Hobby Craft and all that, so we do all that and then I scan it and upload it into their documents on the CaringLife app, so they can always look back and say, ‘This is what I said’/‘This is what I wrote’/‘This was my understanding at that point’, so doing the physical work is really important and for them to keep that physical work as well, a lot of them have Memory Boxes, it’s like they have physical Memory Boxes and then the CaringLife app is a bit like a virtual Memory Box.” – <b>SWK_04</b></p> <p>“Can I print photos downloaded from CaringLife? Yes, you can press Save on any content on CaringLife to download it to your device and print photos at any time.” <b>Caringlife: Information for children and teens.</b></p>
<b>CMOC 41.5</b>				When DLSW aligns with CYP everyday digital use (i.e., social media) (C) CYP are more willing to engage with the construction of accounts (M) helping narratives to be authentic accounts that resonate with the young person’s experience/point of view (O).	<p>“I would say, obviously, young people and technology, you know, I would think that it’s so catchy, I think the fact it is an app, young people love apps, generally.” - <b>SWK_001</b></p> <p>“He does it any time he wants ... No, he’s not on it as much as me, only when I’m uploading pictures, I tell him and then he goes on his iPad and has a look and shows my husband and everybody, ‘There’s my photo ... ah, remember this? ... remember that?’, so it’s nice, yeah.” - <b>FC_08</b></p>

					<p>“CaringLife is not a social media app - it's designed to be a completely private and secure way for you to be able to see all your memories.” <b>Caringlife: Information for children and teens</b></p>
<b>CMOC 41.6</b>				<p>When programmes used for DLSW do not offer reasons for use beyond existing apps/technology for CYP (C), CYP are less likely to want to participate (O), because they perceive no added value from using DLSW (M).</p>	<p>“He’s got the photos on his phone, so he’s quite happy, he’s already got his photos that he needs, when I see an interesting photo, when I see a photo that I think he would like, I quite often will WhatsApp it to him anyway, so then, again, he has it via WhatsApp, and so he doesn’t necessarily, at this current time, see all the benefits of the app, and things like, you know, with Google Photos, as well, it will sometimes say, ‘Remember, five years ago on this day ...’ and they just send these things to you and that’s quite nice because then you look and say, ‘Ah, look, look what happened five years ago, this is what we were doing!’, and things like that, you know. So, again, at this time he’s not seeing all of the benefits of the app, is what I would say” - <b>FC_06</b></p> <p>“I think that young people are quite autonomous in capturing their life stories and using TikTok and Instagram and other social media to do that, so I guess there was no incentive to do this in another app. So, even when I was doing kind of Life Story work, whatever medium it would be, the young person was quite comfortable to say, ‘Can you take this picture of me?’/‘Can you do this?’, there would be no incentive at all for them to add it to this app, it's not like they can share it with their friends, it's not like they could get extra filters or anything extra.” - <b>FG_002A</b></p> <p>“Yeah, on SnapChat, there’s ‘My Eyes Only’, you just select some pictures that you want to put there, you make a pass-code and only you know that pass-code, no-one else can go through ‘My Eyes Only’, if you don’t give them your password then they can’t access ‘My Eyes Only’, other than myself.” - <b>YP_005</b></p> <p>“And if the children were older, I mean, my child is 15 and, to be honest, I do it, she’s not really interested in looking at it, because she has all her own things, the SnapChats, or whatever, the Instagram and all of that.” - <b>FG_001B</b></p>
<b>CMOC42</b>	<p>When adolescent’s communication needs are considered when creating low-intensity LSW products (C) it ensures that memories are accessible for the adolescent to engage with (O) because they can understand the contents (M).</p>	<p>(Watson, Latter &amp; Bellew, 2015) (Hammond, 2012) (Atwell, 2016)</p>	<p>“A lack of appropriate methods of communication in life story work may result in engagement opportunities with adolescents becoming lost and/or overlooked.” (Hammond, 2012)  “...the care system and social work practice itself needs to converse using culturally appropriate methods of communication... ‘ (Hammond, 2012)</p>	<p>When CYP’s communication needs are considered when creating DLSW products (C) it ensures that memories are accessible for the CYP to engage with (O) because they can understand the contents (M).</p>	<p>“Like I don’t do, mostly, normal photos, I just do like videos that I make on Capcut, the app, it’s like a collage, a bunch of videos together, and then I turn it into a video and put some sound on it.” – <b>YP_03</b></p>



			‘For children with a disability who perhaps have difficulty in communicating by speech, or who may lack the use of one or more of the senses, it is possible to develop life story work that does not depend only on visual methods but involves stimulation of other senses.’ (Atwell, 2016)		
<b>CMOC43</b>	When adolescents use LI-LSW products as storytelling prompts to share stories with chosen caring adults (C) it helps to strengthen relationships between adolescents and caring adults (O) because caring adults understand adolescents and their experiences (M)	(Buchanan, 2014) (Shotton, 2012) (Hammond, 2012) (Hamilton, 2020)	‘Sharing a moment, an experience together helps to create social connections and helps us understand one another and our thinking.’ (Hamilton, 2020)	When CYP use DLSW as prompts to share stories with caring adults (C) it helps to strengthen relationships between CYP and caring adults (O) because caring adults understand the CYP and their experiences (M).	“Well, they just get excited and then want to tell you more, it’s kind of like a talking point, and then they want to show you what it is in person, or they want to talk about it more, psychologically, maybe it makes them feel that you care and, yeah, it’s just a good way to share and further deepen your relationships, it makes them excited, re-living it, I guess.” – <b>SWK_04</b>  “Yeah, it was good, [foster carer’s name] takes very good pictures, they remind me of things, they remind me.” – <b>YP_04</b>
<b>CMOC 43.1</b>				For older CYPs an awareness of social workers having access to monitor CYP’s DLSW profile (C) engagement with DLSW may be lessened (O) because the older CYP does not see the space as private (M)	“I’m just wondering how of a barrier it is...because for some young people, yeah, I think there’s a lot of stigma, or aversion, towards social workers, so I don’t know if that might be a barrier to using the app as much?..” - <b>SWK_01</b>  “...she [CYP] doesn’t always want, for example, her social worker to see pictures of everything” <b>FC_01</b>
<b>CMOC 43.2</b>				For older CYPs an awareness of social workers having access to monitor CYP’s DLSW profile (C) engagement with DLSW may be lessened (O) because the older CYP does not see the space as belonging to them (M)	“I’m just wondering how of a barrier it is...because for some young people, yeah, I think there’s a lot of stigma, or aversion, towards social workers, so I don’t know if that might be a barrier to using the app as much?..” - <b>SWK_01</b>  “I think the reasoning is more, she doesn’t want certain, I suppose, memories/or life memories to come up for everyone, she wants to control the image of herself on social media and I think that’s why there’s this issue of her not wanting the social worker to see everything...” <b>FC_01</b>
<b>CMOC 43.3</b>				When CYP are aware of a wider audience for the DLSW, including their social workers (C), the content they upload and authenticity of their narratives may be impacted (O) because they are more wary of what to upload (M).	“Yeah, because it’s a thing where it’s like, social workers, they’re so in our things, I just feel like, with social workers, there’s no privacy when it comes to pictures and things, I know they’re just doing their job, it’s just all about the terms & conditions when it comes to fostering, they’re just terrible, so knowing that my social worker will see what I put on that app, it will just limit what I post because they wouldn’t understand, no, they wouldn’t understand at all.” - <b>YP_05</b>

					<p>“...It’s really interesting but I think a lot of it, from my young lady anyway, is about controlling the image that’s out there of her and sometimes, you know, we’ve had times where she will behave like a kid because she’s having fun and I know that when she was young she didn’t have a typical upbringing at all but I think there’s a level of vulnerability there in not allowing people to see that she’s having a great time, no, she’s got to behave like a 16 year old, so, yeah, it’s interesting...” <b>FC_01</b></p> <p><b>“Who can see content that gets uploaded?”</b> Content uploaded to your account can only be seen by you, the carer who uploaded it, and your social worker. No one else can see it. You can also choose whether you would like to upload content just for you to see or you can choose to share it with your carers.” <b>Caringlife: Information for children and teens.</b></p> <p>“It’s also a great way for you to remember your time with your child – you also have access to all this content forever.” <b>Caringlife: Information for carers.</b></p>
<b>CMOC 43.4</b>				<p>When commissioners are not clear in communicating who pays for DLSW platforms and who owns data stored on them (C) buy in from caring adults is risked (O) because caring adults feel mislead (M).</p>	<p>“I think that’s been a <i>massive</i> argument in [Local Authority] because, I was there at the [launch], when [Caringlife owners] said, ‘It’s free, it’s always going to be free to the child and to you as the carer’, you know, like, ‘They’re never gonna have to pay for it’, so we were kind of going, ‘Oh, this is great!’, you know, like, ‘We won’t have to make Memory books and the Memory boxes and ...’, you know, like, ‘It’s a new way of capturing these things!’, then they [Local Authority] came back and said that next pay draft they were going to be taking 75p a week - so it comes out of what they class as the ‘core allowance’, so it’s the children’s money. <b>FG_02</b></p> <p>“I know there was discussion at the start about, obviously, [Local Authority] take a small amount of money from the child’s core allowance to cover it, the carers were like, ‘We’re being charged for it!’, I was like, ‘You’re not being charged for it, this is from the child’s allowance and this is for their Life Story work!’ So there was discontent about how that was communicated.....” <b>SWK_03</b></p> <p>“Yeah, I should imagine that an older child, you know, a teen, is thinking, ‘Why am I losing nearly £4 a month and I don’t even want it!’? but, I mean, I don’t know, I’ve never read anything saying, ‘You must speak to your children to find out if they agree with this’/or ‘You’ve got a teen in your house, do they want this, or do they not want it?’, I’ve never read anything to that effect...” <b>FC_05</b></p>

					<p>“The content will be able to be accessed free forever - even when you leave care or become an adult.”</p> <p><b>Caringlife: Information for children and teens</b></p>
<b>CMOC 43.5</b>				<p>When DLSW platforms are rolled out as mandatory (C) caring adults can find it hard to secure buy in to engaging with it from CYP (O) because CYP’s choice is taken away (M)</p>	<p>“Yeah. There were some problems with charging the children and taking off money for the CaringLife app, there were some arguments about it, a lot of carers didn’t think it was fair that they’re charging the children for that .... Well, [Local Authority] wanted it, so I think [Local Authority] should pay for it - because if you ask the kids, they’ll say, ‘Well, I didn’t want it, so why am I getting charged for it!?’”, so that’s my opinion, but I think it’s a good idea, I really do, yeah..” <b>FC_08</b></p> <p>“...it’s just like [Local Authority] have decided that it doesn’t affect the children significantly, so, yeah, the children don’t get a say.” <b>FC_05</b></p>
<b>CMOC44</b>	<p>When current everyday life experiences are preserved and reflected on (C) positive self-narratives can become more accessible for the adolescent to make sense of their experiences, construct their identity and develop positive future expectations (O) because the focus is not on past negative experiences (M)</p>	<p>(Shotton, 2013) (Shotton, 2012) (Nicholls, 2003) (Teodorczuk et al., 2018) (Ferrier, 2011) (Haight et al., 2010) (Watson, Staples, &amp; Riches, 2020) (Steenbakkers et al., 2016) (NSPCC, 2022) (Hammond et al., 2021) (Teodorczuk et al., 2018)</p>	<p>‘Why Life Story Work is Failing...It has the potential to deny the promotion of a child’s identity by focusing on his or her experience as a looked-after child.’ (Nicholls, 2003)</p> <p>‘From a narrative perspective it can help the child to thicken positive counter-narratives impacting positively on the dominant stories the child has and is able to tell about themselves, particularly thickening stories around their strengths, worth and belonging.’ (Shotton, 2012)</p> <p>‘A key part of Life Story Work is celebrating the child or young person’s achievements. We recognise the resilience they’ve shown by overcoming adversity and help them to see themselves in a positive light.’ (NSPCC, 2022)</p>	<p>When current everyday life experiences are preserved and reflected on (C) positive self-narratives can become more accessible for CYP to make sense of their experiences, construct their identity, and develop positive future expectations (O) because the focus is not on past negative experiences (M).</p>	<p>“So, yeah, the other day, actually, I know this isn’t strictly Caringlife, but I sent her prom picture to our group of carers and many of them messaged her and said, ‘You look beautiful!’/‘You look stunning’ and you could see on her face the confidence boost was amazing. So, I think it’s small things like that and then recognising that, ‘Okay, my carer shared this with people, she must think I look great as well’ and, in that way, giving her that confidence/self esteem boost, I think, is quite important as well...” <b>FC_01</b></p> <p>“...and when they look back on it, they’ll have that sense of someone that was there and that actually really cared for them, not just when the big things happened but just taking pictures regardless, so yeah...” <b>SWK_03</b></p> <p>“Researcher: How to you feel about mum doing that [uploading to Caringlife] for you? YP_01: At first, I was kind of amazed, because you get to see lots of memories of our stuff, and parties, and, yeah, I really enjoy using the app...</p> <p>YP_02: It’s really good and also you can see memories and good photos and stuff that you forgot but it still has it there...</p> <p>YP_01: It’s nice, some of them are kind of funny, so we all share a laugh at some of them...”</p> <p>“What can be uploaded? Everything and anything that is important to you! It might be photos and videos from your birthday parties, sporting events or hanging out with friends. It might be funny photos and videos taken at home, holidays, selfies - anything you and your carers would like to add. It can</p>

					also be school reports, certificates of participation, birthday cards, artwork etc.” <b>Caringlife: Information for children and teens.</b>
<b>CMOC45</b>	When everyday life experiences are reflected on between an adolescent and caring adult (C) difficulties and challenges can be positively re-framed (O) because opportunities to reflect on positive interpretations are taken (M).	(Walker & Ryan, 2016a) (Holody & Mäher, 1996) (Buchanan, 2014) (Teodorczuk et al., 2018) (Hooley et al., 2016)	‘Life story books are thought to sometimes silence the difficulties experienced by adoptees by not allowing them enough space for exploring troublesome feelings and fantasies.’ (Walker & Ryan, 2016a) ‘The statements relating to this all emphasised ‘feelings to be shown, managed and normalised’. Participants in all groups agreed with the suggestion that work should not be stopped if difficult feelings came up and that upsetting or traumatic experiences should be explored. They indicated that a balance needed to be achieved that included happy as well as difficult memories.’ (Hooley et al., 2016)	When everyday life experiences are reflected on between a CYP and caring adult (C) difficulties and challenges can be positively re-framed (O) because opportunities to reflect on positive interpretations are taken (M).	<p>“...I took a picture, it’s actually a big joke, the young girl, I was taking them swimming and to get to the car I had to hop over this wooden beam, and she couldn’t hop over it, so I had to help her, and then when I went to hop over it, she walked away, she didn’t help me! So, me and [boy’s name] were standing there, he was going, ‘Shame on you! Shame on you, letting [carer’s name] hop over’, so he came over to help me, so I said to her, ‘I’m taking a picture of that beam and I’m going to put it on your photo album and then when you see it, you’ll remember, you didn’t help [carer’s name] over that beam!’.....” <b>FC_08</b></p> <p>“...he had a grumpy face but two minutes later, you know, there were a couple of photos I took and one child was standing there having a right old meltdown because his ice-cream had fallen on the floor, but you couldn’t capture both together, so it was, ‘This is your face but this is the reason why’, sort of moment, and that’s where the comment come into play, and I do have an app on my personal phone, where I can collage a few photos together, so I was able to put those two photos together, with a comment, and then upload that, so that was quite nice...” <b>SWK_02</b></p>
<b>CMOC46</b>	When low-intensity LSW containing a bank of positive memories and personal achievements is re-visited by an adolescent needing emotional support (C) their wellbeing may improve (O), because they find the contents comforting (M)	(Watts, 2021) (Shotton, 2010) (Buchanan, 2014) (Cook-Cottone & Beck, 2007; Gallagher & Green, 2012) (Shotton, 2012) (Shotton, 2013) (Humphreys & Kertesz, 2014) (Willis & Holland, 2009) (Watts, 2021) (Holody & Mäher, 1996)	<p>‘The value of returning to the book was described by the other participants. Some chose to simply look through it to see ‘familiar faces’ or to remind them of coming through difficult times in the past when faced with new transitions. (Buchanan, 2014)</p> <p>‘As many of the memories were of happy/positive times, the carers felt that reflecting on the store often had a positive effect on mood for both themselves and the children.’ (Shotton, 2012)</p> <p>‘The carers perceived that using the memory store approach often had a calming effect on the children and that it was also an activity that they seemed to find comforting. (Shotton, 2012)</p>	When DLSW containing a bank of positive memories and personal achievements is re-visited by a CYP needing emotional support (C) their wellbeing may improve (O), because they find the contents comforting (M)	<p>“It makes me feel good because you can see what happened in the past and, yeah.” – <b>YP_003</b></p> <p>“I think it’s more things like prom, first day of Year 11, our first holiday together, a theatre trip, that she ended up absolutely loving, things like that, things that initially you wouldn’t think, ‘<i>Ah, yes, this must make it to Caring Life</i>’ but, actually, when you think about the child again, you think, ‘<i>Yeah, they should have this memory</i>’, especially if it’s a <i>first</i> thing that they’ve done, I think that’s the big one, for me, if it’s a new experience, it’s really important to capture that and give them the memory of when they did it and how they were as well” – <b>FC_001</b></p> <p>“He loves the photos where he’s got his siblings with him, that really makes him very, very happy, it’s an ‘<i>Ah</i>’ moment for him, he likes that. His previous carer did have a family photo and she sent me a copy, so I downloaded it onto the CaringLife app and, yeah, he likes looking at that, anything to do with his family, yeah, that’s his magic moment.” – <b>FC_004</b></p>
<b>CMOC47</b>	When caring adults have an awareness of the adolescent’s cultural background (C) it	(Monson et al., 2020) (HCC, 2022) (Walker	‘It is important to a child that the worker doing life story work has a	When caring adults have an awareness of the CYP’s cultural	“For example, sometimes things will pop up and you’ll say, ‘We need to do some Life Story work

	promotes appropriate preservation and reflection of everyday life experiences (O) because caring adults have an increased awareness of the adolescent's individuality and cultural heritage (M).	& Ryan, 2016b) (NICE, 2021)	good grasp of the child's world, both the inner world and external realities. This means the worker must familiarise him or herself with aspects of family life of the ethnic community of the child in the context of this society. This involves getting information from a variety of sources, for example, people from a culture similar to that of the child, and of course the internet.' (Walker & Ryan, 2016b) 'Ensure that life story work for looked-after children and young people captures and embraces ethnicity, cultural and religious identity, as well as other personal aspects of identity, for example, sexual identity or disabilities.' (NICE, 2021)	background (C) it promotes appropriate preservation and reflection of everyday life experiences (O) because caring adults have an increased awareness of the CYP's individuality and cultural heritage (M).	around that because they don't really understand' – for example, two of my children didn't realise what their heritage was, they thought their Dad was black, and he was white, so I had to work with them and we created this big collage, I did research with their family members to find out what he's like, because he's not in the picture any more, get pictures from family members; it's about them getting an understanding as to why they're in care." - <b>SWK_002</b>
<b>CMOC48</b>	When institutions consistently communicate and take measures to support the importance of collecting everyday life experiences for adolescents (C) significant individuals are more likely to prioritise this activity (O) because they know what is expected of them (M).	(Finlay, 2022) (Wood, 2019) (Atwool, 2017) (Holody & Mäher, 1996) (Shotton, 2013) (Watts, 2021) (Hooley et al., 2016) (Connor et al., 1985) (Brookfield et al., 2008)	'Recognition of children's entitlement to a coherent narrative needs to be embedded in practice at the micro level. This can only occur if appropriate supports are in place at the organisational level, facilitated by macro-level priority being accorded to provision of resources needed to ensure the best possible outcomes for children and young people in care.' (Atwool, 2017)  "Policy needs to be developed which specifies that training for foster carers in using the approach, or similar, should be part of their induction to fostering. This would raise their awareness and help them feel equipped to use the approach from the start of a child's placement with them.' (Shotton, 2013)	When institutions consistently communicate and take measures to support the importance of collecting everyday life experiences for CYP (C) caring adults are more likely to prioritise this activity (O) because they know what is expected of them (M).	"Yeah, I would speak directly to the foster carer - there's one I've got in mind, who's not using it at all, so I will bring it up in the review meeting, where the SSW is, and make it an action for them in their next supervision, or there's an Independent Reviewing Officer who attends these review meetings every five/six months, so making them aware, so they can sort of encourage and make sure that it's done, so the action is followed through." <b>SWK_04</b>  "Children in out-of-home care face a major problem in having access to life moments, memories, photos and video, reports and awards and achievements. Carers often take a lot of photos and videos of significant moments of the child's life – it could be their 5th birthday party, a trip to the zoo, holidays, sporting achievements, family gatherings, or any of the usual family moments. These moments are priceless, and form part of the child's identity and life story. Until now, children in out-of-home care have not had a central place where they can access these photos, files and other documents in an easy way – they are often given these mementos in hard-copy form or on a USB stick, which are easily lost, particularly when the children move between carers." <b>Caringlife: Induction for social workers.</b>
<b>CMOC49</b>	When caring adults are provided with relevant ongoing training that highlights the importance of preserving and reflecting on everyday life experiences	(Finlay, 2022) (Braiden, 2016) (Walker & Ryan, 2016a) (Eenshuistra et al., 2019) (Hills, 2022) (Haight et al.,	'To embark on this journey with the child, above all you need time, sensitivity, empathy for the child and a commitment to the work. An ability to listen to the child and understand them is paramount; the skills and	When caring adults are provided with relevant ongoing training that highlights the importance of preserving and reflecting on everyday life experiences (C), they are more likely to carry these	"When it was presented to us...I think it was more about the why, it was not really technical, there was no technical presentation, I think we briefly had maybe a screenshot or two.... I think they wanted to get the buy-in from people, so it was more about, 'This is what it's going to do for the children', but

	(C), they are more likely to carry these out (O) because they have the confidence and skills to do so (M).	2010) (Wood, 2019) (Watson, Staples, & Riches, 2020) (NICE, 2021) (Shotton, 2012) (Buchanan, 2014) (Holody & Mäher, 1996) (Shotton, 2013) (Atwool, 2017) (Sanders, 2020)	particular techniques can be learnt' (Walker & Ryan, 2016a)  'Ensure that the experience and skillset of the practitioner or carer delivering life story work for looked-after children and young people is sufficient to deliver good quality work, particularly in complex situations.' (NICE, 2021)	out (O) because they have the confidence and skills to do so (M).	there was not much about us, you know, the effort and what we would need to do....” - <b>FG_01C</b>
<b>CMOC 49.1</b>				When caring adults are not used to using digital technology (C) they are less confident and comfortable using DLSW (M) and hence less likely to use it (O)	<p>“...I’m very old school..I’m afraid, I’m not very good on a mobile phone, I don’t like them, so, I’m afraid, I always use an old fashioned camera, and no problem downloading the photos at all, but the issue that I’ve had is that if I use the camera for a video, I’m afraid, it doesn’t work...I just cannot understand the different technology, why this has happened....” <b>FG_01A</b></p> <p>“... if they’re scared about technology, it’s like, ‘I just won’t do it!’, but that’s one of my actions, when I have review meetings with some of the older foster carers, I stress that it’s super important that they do it, so that the kids, when they get to a certain age and they can appreciate it, can really find themselves and place where they were at that point in their lives.” – <b>SWK_04</b></p> <p>“I struggled, as well, to upload videos, I think there was a problem with uploading videos, and that’s one of the things that I wanted to do, and so I think what happens sometimes is that when you struggle to do what you want to do, you just don’t do it....” – <b>FC_06</b></p> <p>“If you’re computer literate, you’re okay, I think you can get on with it, if you’re not then that’s a problem, so people that need it should get the one-to-one support in the beginning and get shown how to do it properly – my husband wouldn’t have a <i>clue</i> what to do, wouldn’t have a clue, he’s still one of them old people... yeah, so if you’re au fait with the phone, and not everybody is au fait with the phone” – <b>FC_08</b></p>
<b>CMOC 49.2</b>				When caring adults are not already using digital technology as part of their everyday lives (C) implementing DLSW requires more work (O) because caring adults are not used to documenting everyday life digitally (M).	<p>“...so I selected a whole load of photos, tried to drop them in, that was a problem, and then I thought, ‘Oh, wow, I’ve had enough of this now!’ (laughs) I’d spent ages on it and so I decided I wasn’t going to do it again...” <b>FC_06</b></p> <p>“I’m new, so I’ve never used photo albums and things like that... I spend a lot of time on reports and not a lot of time on the CaringLife app. I know I should, it’s right there, I’m quite late with this...and I have to first create a folder on my phone and then try to put the photos in the right order and then try to put something...” - <b>FG_01A</b></p>



CMOC 49.3				<p>When caring adults are provided with support to find workarounds DLSW platform flaws to accomplish the outcomes they want (C) carers more effectively engage with the app (O), because they have the knowledge to do so (M).</p>	<p>“If you’re computer literate - I used to work in systems, so I’m a system person, so I understand the systems and stuff like that - if you’re computer literate, you’re okay, I think you can get on with it, if you’re not then that’s a problem, so people that need it should get the one-to-one support in the beginning and get shown how to do it properly, not just be given a little card and, ‘<i>Download the app and get on with it</i>’ – my husband wouldn’t have a <i>clue</i> what to do, wouldn’t have a clue, he’s still one of them old people that put a mouse on the screen and expect it to work! (<i>laughs</i>)... yeah, so if you’re au fait with the phone, and not everybody is au fait with the phone” – <b>FC_08</b></p> <p>“I don’t know how much you can actually put in there. I don’t know of any carers that have come to a point where it’s full up and you can’t put it in there, but I do know that carers, when they’ve recorded a long item and it’s a couple of minutes long, it’s like 3 or 4 minutes long, it hasn’t been able to download it, it’s like it’s doing it, it’s doing it, it’s doing it, and then you get that little wheely thing and it just keeps turning and turning and turning. When we’ve had discussions, it’s been like, ‘Well, break it down, only put half in at a time’” – <b>FG_02B</b></p> <p>“...so, essentially, what I did is just drop a few of these pictures into the app, not <i>really</i> knowing what I was doing, because I found that I struggled to use it on my iPad, for some reason, and it may be that it’s because I’m not very savvy, and although I put the app on my iPad, I couldn’t upload my Google Photos onto the app, so I had to download the app to my android phone and then upload photos from there because I just couldn’t do what I wanted it to do, which was the initial frustration and, I guess, why I didn’t really use it much in the beginning, because I wanted to do it on my iPad, essentially.” – <b>FC_06</b></p>
CMOC 49.4				<p>When caring adults are already using digital technology as part of their everyday lives (C) the implementing DLSW requires less work (O) because caring adults are already used to documenting everyday life digitally (M).</p>	<p>“Yes, always on my phone, I have an iPhone, which has got a really good camera, so, as you can see, it’s a pretty good phone, really good camera, so photos come out good, I click on and just download them straight away, it’s pretty quick, you can download videos as well, I download videos on there.” – <b>FC_03</b></p> <p>“I think you get into the habit and, therefore, once you get into the habit, it’s something that you just don’t really think about, you put it into your little album, you do this, you do that, and I think it is part of getting into a <i>habit</i> that I’m not in as yet.” – <b>FC_06</b></p>
CMOC 49.5				<p>When caring adults used to using well-functioning digital technology as part of their everyday lives (C) the implementing of any DLSW which has flaws may be frustrating (O)</p>	<p>“FG_01C: ...there’s not enough, there’s not enough options, there’s not enough features in the app for us. I mean, again, I don’t use it on the on the computer, I only use on my phone, but when you’re</p>

				<p>because it will not meet their expectations (M).</p>	<p>used to smartphones, you just tap everywhere and it's easy, you've got a drop-down menu or something, there's not much drop-down thing going on...it's just too <i>basic</i>.</p> <p>FG_01A Yeah, I totally agree with you on that.</p> <p>FG_01B: Yeah, I agree with you, I really do, yeah...</p> <p>FG_01A: At the moment, I think what [FG_01C] is saying is true, there's not much on there, it doesn't exactly do what I want it to do but that's because it can't do it ...</p> <p>FG_01C: I feel fairly confident with technology - and I sometimes feel like Caringlife is so basic that it makes things complicated ... there's no way around certain things, like the chronological order, you know, it takes the timestamp of when you upload the photo, not the original timestamp, and if you don't add the photos in the right order then that's it, like [FG_01B] said, you can't go back, you can't sort them out and it's a bit messy." <b>FG_01</b></p> <p>"It's annoying sometimes when you can only upload, I think it's about 8/9/10 photos at a time, you know, if you've been on holiday, or you've done a special event, you want to be able to upload more, it would be nice to be able to upload more than that..." <b>FC_07</b></p> <p>"..I mean, I just think it needs to be a little bit more sophisticated" <b>FG_01B</b></p> <p>"In the beginning, uploading pictures was, not difficult, it was easy enough to do but you had a problem where, when you do it via your phone, you could only upload a certain amount at a time, you weren't allowed to upload everything, and it got confusing because you'd upload ten, say, and then you'd have to go back and say, 'What did I upload? What didn't I upload?' <b>FC_08</b></p> <p>"...it's a very basic app, it works but it's a very basic app. I'm not that techie minded but when I've spoken to other carers, they're disappointed that it doesn't do a bit more and they can't control it a bit more, they can't organise it a bit more, everybody seems to be a little bit disappointed that it's at a very basic form of the development, I suppose. <b>FG_02A</b></p> <p>"... I mean, it is a really easy app to use, I think that is most people's concerns, is the fact that it's too simple, it's too basic.... whereas, actually, the tech is out there and it could be made so much nicer to use and easier to use and and more exciting use. For me, I'm not that techie, I'm 56 ... no, I'm 55, I'm soon 56, so it works for me because I'm not that into the tech but, when I've spoken to other carers, they're quite disappointed that it isn't, and the fact that you're paying 75p a week, so you're paying 75p a week for, actually ,stuff that other people are saying is really outdated <b>FG_02B</b></p>
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<b>CMOC50</b>	When peers with similar lived experiences introduce low-intensity LSW to an adolescent (C) their engagement with low-intensity LSW increases (O) because they find advice from peers more credible and authentic (M).	(Holody & Mäher, 1996) (Hughes, 2013; Lucas et al., 2020) (Fitzhardinge, 2008)	<p>‘James was able to show his lifebook to another foster child who was resistant to beginning this work.’ (Holody &amp; Mäher, 1996)</p> <p>‘The use of published story books which describe similar scenarios of children who are in similar circumstances - such as where the child in the story is also blaming themselves about their parents’ separation - can be very helpful.’ (Hughes, 2013)</p>	When peers with similar lived experiences introduce DLSW CYP (C) engagement with DLSW increases (O) because they find advice from peers more credible and authentic (M).	<p>“And I didn’t know how to use the video part of it and it was only when I was talking to another foster carer and she was saying, ‘<i>Oh, isn’t it brilliant, the video bit!?</i>’, so she showed me how to use it, so I hadn’t really been aware of the full functions that you can access and I probably don’t use it to its maximum, all I do is upload videos, upload still pictures, whenever I take them, and I upload them from my phone.” – <b>FC_05</b></p> <p>Suggestions from Stakeholder Advisory Group also included CYP delivering peer-to-peer training to other CYP. However, there was no primary data collected to support CYP peer-to-peer training for this CMOC.</p>
<b>CMOC51</b>	Caring adults who are supporting low-intensity LSW should have access to regular supervision (C) this helps the caring adult feel prepared and confident to support low-intensity LSW and improves their practice (O) because they have support and guidance available to reinforce training and a self-reflective space to process emotions (M).	(Walker & Ryan, 2016a) (Braiden, 2016) (Hooley et al., 2016) (Eenshuistra et al., 2019) (Haight et al., 2010) (Furnivall & Grant, 2014) (Buchanan, 2014) (Connor et al., 1985) (Watson, Hahn, & Staines, 2020) (Holody & Mäher, 1996) (Peake, 2009)	<p>‘Unless training is reinforced by regular supervision and consultancy and embedded within a trauma sensitive organisational system, it will be unable to change children’s experience significantly.’ (Furnivall &amp; Grant, 2014)</p> <p>‘Clear areas for support and consultation that could be provided by clinical psychologists and social care professionals have been highlighted together with areas for future research.’ (Hooley et al., 2016)</p> <p>‘Any worker undertaking life story work requires not only a reasonable knowledge of child development but also access to other workers in this field who can be called upon to give advice and support in the way that we used the clinical psychologist.’ (Connor et al., 1985)</p>	Caring adults who are supporting low-intensity DLSW should have access to regular supervision (C) this helps the caring adult feel prepared and confident to support DLSW and improves their practice (O) because they have support and guidance available to reinforce training and a self-reflective space to process emotions (M).	<p>“I mean, it’s quite easy because, all the time, during supervision, let’s say, I can actually physically check and I offer practical support if I’m there, ‘Oh, you know, I can’t do this’, mean, ‘Let’s open it and let’s take a look together and see.’ It’s something that we encourage all SSWs to do because that’s how you embed it, because we see the carers quite often and, more often, they’re the children’s social workers, because that’s part of our role, so that means that we can keep it on the agenda and if there are issues we can address it and get that reality check and see what’s working and what’s not working...” <b>SWK_01</b></p> <p>“...I think that all the carers seem to be relatively clear with that and that’s through discussions that we’ve had in supervision as well, where I’ve just said, ‘You could do this’/‘You could do that’...” <b>SWK_03</b></p> <p>“We do have an SSW, like a social worker, that sort of leads on it, so if you have any issues ... so if you have any issues, you just send them an email and say, ‘I’ve got an issue with this, how do I do this?’ and they’re pretty good, I mean, they do come back to you..it was really about, ‘This is what it is’, it wasn’t about how you use it, it was like, ‘This is the idea and this is what we’re going to do’ and it sounded great, I’m not saying it won’t be great, I just think it needs tweaking, in my eyes, that’s all.” - <b>FG_01B</b></p>

CMOC 52				<p>When caring adults have a regular routine for uploading and annotating content on DLSW platforms (C) it feels less overwhelming (O) because it becomes habitual (M).</p>	<p>"I think it's double-edged because you'll find foster carers will restrict how many they upload because each time they upload they've got to write a comment, so it's about getting that balance right, isn't it?" <b>SWK_02</b></p> <p>"I definitely think that's an area where they need to get better and I think that it [writing comments] is probably more of an ask because it just takes two seconds longer than it does to just upload a picture or a video but I do think it's important...." <b>SWK_03</b></p> <p>"I think you get into the habit and, therefore, once you get into the habit, it's something that you just don't really think about, you put it into your little album, you do this, you do that, and I think it is part of getting into a habit that I'm not in as yet..." <b>FC_06</b></p> <p>"Don't let stuff build up, that's one big tip, don't let pictures and that build up. I mean, when you do one or two at a time, it's quick and easy but if you start building up...then you've got a problem like I had....so that took me days to do, it took me nearly a <i>week</i> to upload pictures, and then you've got all these duplicates, '<i>Argh!</i>', so that is hard. Don't let it build-up.." <b>FC_08</b></p>
CMOC 53				<p>When content uploaded onto DLSW has to be reviewed/monitored by someone else (e.g. Social Workers or a caring adult) (C) extra work is created (O) because reviewing content takes additional time (M)</p>	<p>"...And I think, also, it's the volume of work, I have to say that and, I have to say, you get these email reminders on a weekly basis, and I think that's another benefit, because all children are children in our care, and I think you get a better flavour and sense of their day-to-day life, if you see they've been out and about, I mean, it's just lovely seeing them doing loads of stuff that perhaps... I think people are really busy and if you don't login regularly and look at..." <b>SWK_01</b></p>

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## Supplementary File 3: Summarised Learnings for commissioners and implementors of Digital Life Story Work

### **1. Digital Life Story Work is most likely to be flexible and person-centred when:**

- Caring adults listen and are sensitive to what children and young people say they want and need.
- Caring adults act in ways which respect children and young people's wishes and balance the best interests of children and young people alongside their wishes.

### **2. Digital Life Story Work platforms are most likely to optimally provide children and young people somewhere to begin future storytelling when:**

- Content is annotated with context to aid memory retrieval.
- Institutions support the importance of capturing everyday moments for children and young people and include this in organisational documents to prompt such practices.
- Recording and reflecting becomes embedded within everyday caring relationships.
- Institutions are transparent around who has access to DLSW profiles, keeping children and young people informed to encourage their sense of ownership of the DLSW process and content.

### **3. There is no bad time to start, Digital Life Story Work platform implementation is most likely to work best when:**

- Caring adults record content immediately before (i.e., pictures of bedroom prior to arrival) and/or as soon as the child or young person first meets the caring adult (i.e., carer webcam diary/journal logs recorded/written to child or young person in the future).
- Caring adults upload content that balances volume with the inclusion of pertinent details to aid reflections (i.e., times, places, people).
- Caring adults balance backdating previous artefacts (i.e., memories that predate the use of the system or indeed the child or young person's entry into the placement) with capitalising on every opportunity to record content and develop rapport. For example, caring adults could record a brief video of themselves sharing what they and the child or young person were wearing, what they ate, date, day of the week and time, weather etc.

### **4. Digital Life Story Work should begin in the present, this helps to secure memories. This is most likely to work best when:**

- Caring adults focus recording everyday events that occur in the present.

- Caring adults develop a routine for uploading and annotating content. Annotations may include the names of people, places, dates, and activities undertake and/or related to the content uploaded.
- Once comfortable, caring adults should discuss with children and young people their desire to upload content from prior to the present day to preserve important artefacts.

**5. Content uploading should involve children and young people's participation choices whenever possible; this is most likely to work best when:**

- Caring adults understand that participation is about choice and does not look the same for every child or young person.
- Caring adults understand that participation of children and young person is likely to be dynamic and changeable.
- Caring adults support a child or young person to share content that the child and young person are happy to be uploaded.
- Caring adults should still sensitively record memories for a child or young person even if they are unable, uninterested and/or unwilling to engage. This preserves the ability for the child or young person to change their mind as they age and delete and/or remove content in the future.
- Caring adults should be aware of cases where older children and young people take photos of themselves and should ask the child or young person if they would be happy to share some of these photos with them to ensure these are stored and accessible for future use.

**6. Children and young people should be constantly offered participation choices; this is most likely to work best when:**

- Caring adults should keep offering children and young people ways to take charge of what content is uploaded.
- Caring adults should maintain an open dialogue with children and young people, and this requires careful negotiation taking into consideration the individual and context.
- Being able to exert control over uploads can empower children and young people to have their stories told in ways in which they desire. This can enhance ownership and conveys respect.
- Caring adults need to understand this is likely to be a cyclical but important process.

**7. Digital Life Story Work should record all aspects of everyday experiences; this is most likely to work best when:**

- Caring adults should emphasise uploading content that relates to events experienced as positive at the time of recording. This may include inside jokes and/or anecdotes shared between the caring adult and child or young person.

- Caring adults are aware of the power of capturing the internal personal relationships they share with children and young people.
- Caring adults need to be aware that everyday mundane activities become more meaningful when such activities finish. Therefore, even everyday experiences offer opportunities for the sharing and reframing of events.
- Caring adults are aware that events experienced as negative at the time of recording may be reframed as opportunities to illustrate areas of personal growth. This needs to be undertaken with extreme sensitivity and related to the level of rapport and trust in the caring adult and child or young person's relationship.

**8. Commissioners of DLSW should ensure training and support is available for CYP, caring adults and others involved. This is most likely to work best when:**

- Training and support around caring adults' and children and young people's engagement is prioritised.
- Training and support demonstrates the types of narratives that need to be captured and constructed for and with children and young people – including narratives that demonstrate children and young people's resilience and encourage positive identity development.
- Training and support is flexible and person-centred, acknowledging and supporting children and young people, caring adults and others' confidence and capability with using digital tools/technologies.
- Training and support includes support for caring adults' confidence in their ability to support CYP reminiscence, self-reflection, and processing of emotions.
- Caring adults are supported to identify and adapt to children and young people's choice to participate at different levels.