LIGHTHOUSE: AN INTERACTIVE DOCUMENTARY.

The application of user centred, responsive and interactivity design theory and practice to the Case Study of the Lighthouse Interactive Documentary

A project submitted in fulfilment of the requirements for the degree of Doctor of Philosophy

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DECLARATION

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the project is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and, ethics procedures and guidelines have been followed.

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LIGHTHOUSE
AN INTERACTIVE DOCUMENTARY
SITE PLANNING DOCUMENTS

HELEN GAYNOR  PhD by PRACTICE LED RESEARCH
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**HELEN GAYNOR** PhD by PRACTICE LED RESEARCH
LIGHTHOUSE INTERACTIVE DOCUMENTARY

PERSONAS
PERSONAS PROCESS

The following personas have been developed from an amalgam of conversations and feedback from people identifying as likely users of the Lighthouse Interactive Documentary.
CAROLYN

DESCRIPTOR
- female, mid to late 30s, university trained psychologist, heads the Lighthouse psychology team
- experienced, works in the area of trauma informed care and trauma informed organisations
- passionate about her field and the Lighthouse evidence-based methods
- delivers training to others working in the sector, and research is a part of her practice

PROFESSIONAL GOALS
- maintain leading practice in the area
- to have the Lighthouse methodology and underpinning theories and research easily accessible and available
- to have easy access to Lighthouse and other resources for her work and research

INFORMATION GATHERING BEHAVIOUR
CURRENT SOURCES
- academic and professional publications - peer reviewed
- training materials
- audio Visual material presented by peers and leaders in the field
- face to face colleagues

MOTIVATION
- to keep up with current/emerging treatment approaches, research and thinking

TYPES OF MATERIALS SOUGHT
- research papers/articles
- short YouTube clips that convey a message in a simple but effective way
- bite-sized chunks of information that people can walk away with
- resources to refer those she trains and advises to that they can explore in their own time

CAROLYN:
- I definitely talk to colleagues about what they are reading or any resources they have found useful on particular topics/treatment approaches.
- I’d use Google Scholar for papers on relevant topics, but also look up authors based on recommendations from colleagues and leaders in the field e.g. if a well-respected person in the field like Dan Hughes endorsed a particular person’s research or approach, I’d be more likely to follow it up.
- For myself, I’m looking for more academic type resources.
- For my clients or participants in training I’m looking for things that relay complex concepts in a palatable and easy to understand way that’s not too academic.

ON-LINE BEHAVIOUR
CAROLYN:
- I work at my desk (I work from home a lot but could also be when I’m based in a clinic setting).
- Also when running trainings about a particular topic, I try and make sure I look up relevant approaches that relate to the topic, so this could be in a hotel room somewhere but would always be on my laptop.

Q: If you could design the best way for you to get your head around material you need, what would it look like e.g. would an audio interview with text supplied be great, or a video interview, or a power point with audio, or an interview with someone, or a text document?

CAROLYN:
- all of the above
- Podcasts are a convenient way to absorb information, but I am a very visual learner, so a diagram (or
PowerPoint with audio) that pulls concepts together and then someone talking me through it would be great.

- interviews/Ted-type talks are good if I have the time
- text-based documents are good to be able to refer clients to for them to read and re-read/absorb at their own pace

SUMMARY

Carolyn represents highly educated professionals working in the field, with research led practices.

ATTITUDE TO COMPUTER TECHNOLOGY
- means to an end to gather, consume and share resources
- does not have time or inclination to master software programs or tricky navigation
- mainly working off lap tops, with wi-fi connection
- needs the technology to work quickly and intuitively
- needs the technology to allow immersion in CONTENT

ATTITUDE TO CONTENT
- accesses a wide range from very dense print-based peer review written to person driven talks and interviews
- computational content needs to be easily accessible, easy to find and easy to return to
- is a consumer, not a generator
- content is for information, education, and inspiration in terms of methods of communication and delivery

WHAT THIS MEANS FOR SITE
- indicates the need for a section for high end professional links and resources
- indicates appropriateness for audio visual iterations of research and/or delivery
- participation is not sought. Standard, consistent and responsive design are important tools for engagement
PATRICIA

DESCRIPTOR

• is mid 50s front line worker in family services, lots of experience with family trauma
• works for a community-based family violence prevention program
• has a lot of training in various certificates but not high-level university training
• experience is very much practice based, dealing directly with those affected
• has very deep grasp of systems and theories and how they affect everyone in the system
• is time poor, and goal oriented
• knows of Lighthouse, its methods and underpinning philosophy and would like easy access to them when needed

PROFESSIONAL GOALS

• best delivery of service to client base, and healthy working environment for front line workers
• is interested in influencing and contributing to service and policy delivery

INFORMATION GATHERING BEHAVIOUR

CURRENT SOURCES

• uses Google Scholar or sites of organisations in the field such as Berry Street or ACF

MOTIVATION

• likes access to latest theory and practice to inform her own practice and advocacy
• Aaso wants easy access to information on what the latest resources are and where to find them
TYPES OF MATERIALS SOUGHT
- looks for visuals and graphics that communicate processes, as her experience tells her these work well for time poor people and high retention of specific information
- hard information or statistics to support her advocacy and delivery
- materials need to be accessed quickly and be able to be applied effectively

ON-LINE BEHAVIOUR
- very time poor
- very directed, engages purposefully to gather information and tools she needs
- uses mobile phone and lap top computer
- is a user not a generator
- needs intuitive, returnable navigation

SUMMARY
Patricia represents the boots on the ground, front line workers who have come through the system in an applied setting and picked up higher qualifications along the way. She also represents the older female worker who has picked up computer skills later in life and has little time or inclination to learn beyond ‘as needed’.

ATTITUDE TO COMPUTER TECHNOLOGY
- uses Technology on an as-needs basis – does not have time or inclination to learn new software or devices
- needs an intuitive way in and out of a site
ATTITUDE TO CONTENT
- needs vary from theory and experts, to hard information, statistics and ideas
- content needs to be bite size and easily found and returned to
- a ‘go to’ place would be useful and most importantly must belong to a whole department or organization so that particular people leaving does not render the resource useless. (**Note: at the moment knowledge of content and resources in the sector often resides with a particular person. When that person moves on the knowledge is lost or goes with them**).

WHAT THIS MEANS FOR SITE
- The site needs to use standard and consistent design that draws very heavily from existing site design so that no time is wasted on discovering how to engage or interact with it.
- Responsive design is also important to ensure access across devices.
- Content needs to be granular, and time needed to engage and absorb is an important consideration.
- The site needs a very good information campaign to let the people like Patricia who work in the sector know it exists.
TOBYN

DESCRIPTOR
- is in his late 20s/early 30s and is a primary carer at a Lighthouse home
- has tried a few different careers, none requiring university training. He is an applied learner
- ‘fell’ into the role of carer at Lighthouse because of a personal association with someone who works in the area and though, hey why not
- involvement has made him enthusiastic about the sector, but may move in to other things in the future
- knows some policies and procedures but has no long-term formal training or theoretical base

PROFESSIONAL GOALS
- has no big plans but wants to do the best at whatever he does

INFORMATION GATHERING BEHAVIOUR

SOURCES
- needs to keep up with the rules, regulations and systems around the carers role at Lighthouse
- turns to peers and colleagues for information and support
- goes to Lighthouse and other relevant site and print materials for additional information

MOTIVATION
- wants to access and share resource that build on ideas, fears and problems as a carer
- wants to assist in BUILDING COMMUNITY
- says that his level of work and experience in the sector is about problem solving on the go. There is not much time to access to policy and procedure information and learn it off by heart. Wants to access material on the go to problem solve and be better at what he does – as needs delivery
TYPES OF MATERIALS SOUGHT

- written material is available from Lighthouse, particularly the Lighthouse Institute print manual which all carers have access to, which he reads but finds it hard to remember. The information is often dense and lengthy and is all in print
- for and from carers something on tips and tricks – if things aren’t working e.g. a kid won’t do their cooking, if kids are too long in bathroom. The material indicates I AM NOT ALONE.
- says it would be great to have a list of resources of what is out there – clubs, schools, organisations - a resource of things that parents with kids at school automatically know and share. He indicates an App would be good.
- something that the carers could add to, to build knowledge and information

ON-LINE BEHAVIOUR

- online, Lighthouse website but mostly first call will be a conversation with colleagues
- as there are many things you don’t know you don’t know and its only when they come up you start looking for it, internet and colleagues are often first point of call as they can help narrow the search down
- phone mostly but also at computer at desk at the Lighthouse home. This may not be the most up to date place of equipment. Also uses his phone in often mobile situations.
- looks for research, case studies, processes and procedures documents, guide lines, case studies. Advice, best practice, examples of how something has been done/can be done
- doesn’t have own lap top or table – phone is main personal device

If you could design the best way for you to get your head around material you need, what would it look like e.g. would an audio interview with text supplied be great, or a video interview, or a power point with audio, or an interview with someone, or a text document?
Really depends on what I am looking for, often a case study or an example work well as they provide a context and a story that will make it often easier to remember something or get your head around materials.

Do you have any thoughts on how best you retain information (e.g. reading, listening etc?)
I’d say through a combination of my senses, just reading, just hearing. Just seeing something I am more likely to forget then when I hear and see at the same time. Experiential learning is often a good way for me, but it also just depends on the topic, some things you are just meant to read in a document.

**SUMMARY**

**TOBYN** is a main carer in a Lighthouse home. He has come into the role informally and while enjoying it, does not know if he will remain in this sector. He needs information on an as needs basis, responding to real world carer situations so quick and easy access to highly relevant information is vital. He is tech savvy and enjoys engaging with it but only has one personal device – his phone.

**ATTITUDE TO COMPUTER TECHNOLOGY**
- Tobyn is comfortable with the on-line environment and getting his head around different software.
- He likes an interactive engagement with devices and programs and is happy to contribute.
- He sees the equipment and software as a way to encourage community and communication within Lighthouse, so sees it as a tool he can actively use and contribute to.

**ATTITUDE TO CONTENT**
- experiential, combining senses engagement leads to the best retention possibilities
- wants to engage, interact and contribute to content
- needs to be needs specific and can be built on by the community – a constantly evolving entity
WHAT THIS MEANS FOR SITE

- Interactive design in useful and powerful for this type of user.
- Being asked to engage and interact is a plus and allows him to be the contributor he wants to be.
- Some sort of information flow/feedback loop between the theories and concepts that drive the LH project, and the on the ground implementation would assist in engaging this user and strengthening the commitment to the program and the organization.
- Developing areas of the site as a communication tool between carers, like a parent group would be suitable. This would require some participatory functions for users to upload material and post to each other, and possibly a more active oversight of the site by Lighthouse to moderate content and activity.
RUSSELL

DESCRIPTOR
- is early to mid 30s male and a career public servant in policy
- works in social policy which is a mostly outward looking position – acting assistant manager of policy reform
- is very professional about this aspect of his career but not wedded to an area of policy delivery
- works in centers of political power – state government - in an office environment
- is ambitious, speedy and time poor so wants communication that is quick to digest, clear and reproducible

PROFESSIONAL GOALS
- motivator is enthusiasm for his career as he is very ambitious and wants to get as high up in the political system as he can
- wants to do be very good as a policy advisor, so he wants any communication tool that allows him to do his job well

INFORMATION GATHERING BEHAVIOUR
- requires information about programs: uses google search and looks at websites, has meetings
- has worked in New Zealand where he says they are a lot more transparent about what they do –information is provided in normal language. like talking an intelligent 12-year-old
- motivation to go to the Lighthouse website is to understand what they are doing and what is means for service delivery in the sector. This then feeds into policy development and delivery.
- KEY ISSUE when he is seeking information is knowing what he needs to know and finding it
- reads faster than people speak so wants quick and easy access to written material
- information needs to be transferable so that he can move it to where he needs it
- prefers PDF as opposed to Word documents
• likes a PUBLICATIONS TAB with good search functions

ON-LINE BEHAVIOUR
• needs internet and lap top access
• colleagues may need access to material on mobile devices
• will access information from wherever – on the train, in bed, at the office so it is a 24/7, non-specific location environment
• if he finds information he needs on a site, he requires the ability to copy and paste it into advice documents for the department and minister

SUMMARY

Russell exemplifies the policy making user for the Lighthouse site. He is time poor, very mobile and requires specific information in downloadable form. He is in a very fluid environment indicating the need for responsive design so that he can work across devices, and in any environment.

ATTITUDE TO COMPUTER TECHNOLOGY
- Technology is a vital work tool, but it has to work for him, and seamlessly.
- He does not require or desire interactive or immersive engagement for his work.
- He comes to the technology with a specific requirement or task in mind

ATTITUDE TO CONTENT
- Content is functional, there for reports and policy.
- It must be easily accessible, digestible and transferable.
WHAT THIS MEANS FOR SITE

- Responsive design is essential for this user.
- Given the time pressures, standard and consistent design are also essential.
- The need for downloadable content indicates a very granular design approach.
KATHERINE

DESCRIPTOR
- early to mid-sixties woman
- senior partner of a large commercial law firm
- has been and is on many boards of organisations in the family care sector
- very focused, goal oriented and results focused

PROFESSIONAL GOALS
- is at the top of her field professionally – has access to power and influence
- is looking to wind back her professional life and put more time into philanthropic work
- wants to use her experience to influence policy and delivery in the family care area

INFORMATION GATHERING BEHAVIOUR
- goal oriented – wants information that relates directly to the project at hand
- engages with information that is provided – does not expect to be gathering her own but will advise on what information she needs to attain her goals
- engages with written reports, on-line material on an as needs basis
- is time poor

ON-LINE BEHAVIOUR
- uses lap top, table and phone depending on the situation
- is not interested in participatory or interactive engagement on-line, except for personal entertainment
- has no fixed time or place that she engages with technology, but it is usually a controlled or office type environment
- has up to date devices and software
**SUMMARY**

*Katherine* represents the high net worth organisation or individual that provides advice, finance and advocacy for Lighthouse. It is very important that the site works for her as she is committed to advancing the Lighthouse cause and requires the right tools to do this with. She will advise on what these tools may look like.

**ATTITUDE TO COMPUTER TECHNOLOGY**
- The technology is a useful tool for achieving outcomes
- Participation and interaction are not high priorities
- Functionality and ease of use are high priorities

**ATTITUDE TO CONTENT**
- Content very specifically must support the project.
- Content can be time consuming and complex where required.
- Content needs to be downloadable and granular.

**WHAT THIS MEANS FOR SITE**
- The site needs to be easily accessible and explorable indicating standard, consistent and responsive design.
- Content needs to be evidence based and rigorous to support high level advocacy.
PERSONA SUMMARY

AGE RANGE
Mid-twenties to early sixties
CONCLUSION: Design needs to be non-age specific

TYPES OF DEVICES USUALLY ACCESSED
This ranges from older desk top through to up to date laptop, tablet and phone
CONCLUSION:
• design needs to be responsive, that is available across devices
• software needs to have a reasonable life span to cater for older devices with software not updated that often (i.e. a non tech focused, more functional setting)

TYPES OF ENVIRONMENTS WHERE DEVICES ARE USED
This ranges from a Lighthouse Residential home, through to homes, offices, cafes and public transport
CONCLUSION:
• responsive design is important to allow access on any device in any setting
• audio-visual material needs to be designed so that it can be accessible without audio (i.e. supers as per Facebook)

ATTITUDE TO COMPUTER TECHNOLOGY
Most users see it as a tool to access information and useful functions.
CONCLUSION:
• design must work intuitively so that users do not have to have deep knowledge of their device or the software
• indicates the application of standard and consistent design
ON-LINE BEHAVIOUR
Most users engage with their devices and content with a specific aim in mind. They all identify as time poor and most as not particularly tech savvy. In terms of the Lighthouse site, they want something that they can access and navigate easily, based on pre-existing knowledge. They want to be able to find specific information quickly when needed.

CONCLUSION:
• easy navigation and returnability are important. This supports the application of standard and consistent design
• content must be in small chunks of granules as stand-alone pieces
• immersive experiences that require a commitment of time are unsuitable

ATTITUDE TO CONTENT
• needs vary from theory and experts, to hard information, statistics and ideas
• needs to be bite size and easily found and returned to
• where indicated text-based content needs to be downloadable as a PDF
• notion of short documentaries and other types of audio-visual applications is supported

THE LIGHTHOUSE USER DESCRIPTION SUMMARY
• The Lighthouse user is a person of non-specific age and gender.
• They are focused on what they do and pressured for time.
• They use a variety of devices on a daily basis in a wide variety of settings an see them as functional.
• They want a variety of content from the Lighthouse site, that can be accessed easily, retuned to when required and downloaded when needed.
• They support the application of audio-visual methods to content where appropriate.
LIGHTHOUSE INTERACTIVE
DOCUMENTARY

FLOW CHART

HELEN GAYNOR PhD by PRACTICE LED RESEARCH
LIGHTHOUSE SITE FLOWCHART - IMPACT AND RESULTS

IMPACT AND RESULTS

SOCIAL VENTURES AUSTRALIA (SVA) REPORT

QUALITY INNOVATION PERFORMANCE (QIP) REPORT

DELIVERY AND OUTCOMES REPORT

THERAPEUTIC RESIDENTIAL CARE Book

THERAPEUTIC OUTCOMES ASSESSMENT (TOA)

MEASURING OUTCOMES

Dr Erin Holloway AV interview

TOA Process doco
LIGHTHOUSE INTERACTIVE DOCUMENTARY

WIRE FRAMES

HELEN GAYNOR PhD by PRACTICE LED RESEARCH
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus tincidunt suscipit orci hendrerit malesuada id et tellus. Ut rutrum quam eget enim ultricies sodales. Quisque efficitur erat a volutpat tristique.

Ut rutrum quam eget enim ultricies sodales. Quisque efficitur erat a volutpat tristique. Fusce condimentum purus in urna scelerisque volutpat. Duis porttitor massa nec enim.

Fusce condimentum purus in urna scelerisque volutpat. Duis porttitor massa nec enim.


LIIGHTHOUSE SITE WIRE FRAME P 4


HOME PAGE: iPhone x: RESPONSIVE DESIGN EXAMPLE
LIGHTHOUSE INTERACTIVE DOCUMENTARY

MOCK UP

HELEN GAYNOR PhD by PRACTICE LED RESEARCH
This mock-up is to show the application of the print based Lighthouse 'Lighting the Way: Delivery and Outcomes report’ to the Lighthouse Interactive Documentary site design. It indicates content and a graphic design approach. The final design will be adapted to reflect contemporary website design and user needs.
THE LIGHTHOUSE FOUNDATION  ending youth homelessness

OUR PROGRAM

IMPACT & RESULTS

YOUTH HOMELESSNESS

MINI DOCUMENTARY
FOUNDER
SUSAN BARTON
**Production note: this flow chart will be animated with a narrated voice over to talk the user through the diagram**

Downloadable as a PDF
Kahlia’s story

**Life before Lighthouse**

Kahlia was raised in a religious cult during the 1990s. For more than 10 years she was subjected to repeated physical and sexual abuse, psychological punishments and deprivations by her parents and other cult elders. In her own words:

“I was brought up in quite a strict religious environment and as part of this a lot of my independent thoughts and beliefs were crushed. My emotional development was stunted. The religious group had told me what to do... They also had my life planned out for the future. At a young age I had a husband picked out for me. I was to leave school at the age of 15, become a housewife and child bearer.

Throughout my childhood I was also physically and sexually assaulted. My parents being the main perpetrators, but the elders of the church also played a role in this abuse.”

Kahlia describes her experience of moving out of her abusive home into the state out-of-home care system as "a nightmare." It was being removed from everything I’d known and my whole life was turned upside down. I moved into a strange house with none of my belongings except for the clothes I was wearing... I was safe from abuse, but not happy.

My time in care was brief but substantial enough to leave an impression. Yes, I was safe now from physical, sexual, and emotional abuse, but I was constantly moved from house to house. This in itself is a form of emotional abuse. Foster care to residential care, to hospital, to secure welfare. I even stayed with some of my extended family for a stint, but this just led to more abuse.

One time, I had to wait at the police station till 9pm because DHS had nowhere to place me... on many occasions I sat waiting in the DHS office in my school uniform wondering when and who I would be staying with that night, and if they would be nice to me. At last count, I had moved 5 times in two years while in government care. Unfortunately for some children in government care this is a small number of moves and it has a massive impact on their lives.

After some time, I was coming to the age where DHS couldn’t look after me any more. I was going to be old enough in state terms to look after myself. This wasn’t the case... emotionally, socially or financially. I was still completing high school. At this point in my life I was introduced to Lighthouse.*

**Life with Lighthouse**

Kahlia arrived at Lighthouse in her late teens. She stayed for five years overall, on two separate occasions. Several years later, she recalled some of her experiences in our care:

“While living at Lighthouse I had to deal with the recollection of past traumas. These occurred in the form of flashbacks and dissociation. It wasn’t for the patience and care I received during these times, I know for a fact that I wouldn’t be alive today to tell this story.”

Dissociation is a survival mechanism that kicks in when a child’s brain is unable to deal with or comprehend what is happening to them; it can switch off to numb them to what they are experiencing, its the brain’s way of saying it’s had enough. Kahlia’s flashbacks often led to dissociation and then to instances of self-harm.

“After one incident of dissociation I had two quite deep 10cm cuts under each breast. I was bleeding and in shock. I felt such shame and fear from this incident that I didn’t tell anyone. I took myself to the doctor... He gave me a letter and sent me to Emergency across the road. I walked in the hospital in a daze. Still numb, I gave the lady at the counter the letter and they put me on a bed and stitched me up. I remember Vicky, my [Lighthouse] carer coming into the room, she hugged me, kissed me, kissed my head and told me it was going to be OK. I was safe and it was OK for me to feel the pain.

I have scars on my body that will never go away. I was hurt so much inside; the pain from cutting took it away. For that split second when the knife pierced the skin, all I could feel was that sensation, not the pain in my heart.”
This Diagram could be a click through animation and also downloadable as a PDF.
A Home is more than a house and a bed
A LIGHTHOUSE HOME

CLICK HERE
For virtual Tour of a Lighthouse Home
The links below give examples of how this may look.
The tour will also include prompts to stop and hover on particular points of difference as outlines in adjoining text:

http://360-rooms.com/real-estate

Our family homes

What makes a house a home?

A house alone is not a home. Our houses are designed to be total family homes in every sense of the word.

From the outside, a Lighthouse home looks like any other house in an ordinary suburban street. We follow a similar philosophy inside.

The difference between Lighthouse homes and other residential care services can be felt from the moment you walk through the front door: there is a real sense of family. Facilities are typical of any family home and are carefully selected to ensure comfort, including soft furnishings, homeware and clothing are accepted on the condition that they must be later (or in excellent condition). This demonstrates to the young people that they are valued and worthy of their possessions.

Framed photos of Lighthouse family and friends are plentiful, fridges are covered with notes, certificate and appointment reminders, there’s always a fresh bowl on the kitchen bench, and computers and televisions are readily accessible in communal areas.

There is always a large dining table, which serves as the central hub of the home. Meals are shared together around the table, encouraging young people to have conversations so they can learn how to be part of a family. Weekly family meetings, and meetings of the home’s community committee, are also held around the table.

Celebrating special occasions

Many of the young people at Lighthouse have never had the opportunity to celebrate their birthdays or other important occasions.

Receiving a simple birthday cake, card or present may be a first time experience. We take great care to choose gifts that show our young people that we genuinely care about them. Celebrating academic or sporting achievements, coming together to celebrate milestone moments, and even having name labels attached to their school supplies, are important elements in a Lighthouse.

“Nothing But a House” in the Program: Home Not a House Link

DOWNLOADABLE PDF
THE LIGHTHOUSE COMMUNITY

**Could animate this diagram with narration**
Make this diagram a downloadable PDF

**FROM “OUR PROGRAM”: OUR COMMUNITY LINK**
Mini Documentary
Community Committee and caring for a home

Production Notes
Could animate this Circle of Care
Could provide clickable links to mini documentaries
Involving people and activities from each layer of care

Figure 3: The Lighthouse circle of care

All of community Activities and how this builds extended family framework
MEASURING REAL OUTCOMES

Therapeutic Outcomes Assessment (TOA)
A tool developed by Lighthouse to measure:
- outcomes for the young people in Lighthouse care
- support the creation of individual development plans

Monitoring across eight developmental domains:
- Learning
- Physical development
- Emotional development
- Attachment
- Identity
- Social development
- Autonomy/life skill
- Relational and community connectedness

Audio/Video interview with Dr Erin Holloway, Clinical Psychologist about the TOA program

Mini documentary about the TOA process, with young person, their carer, community care worker and psychologist. This mini-doco will follow the process of the TOA, capturing each person as they go about the three stage assessment, and their thoughts and feelings at each stage
The Australian Bureau of Statistics defines homelessness as:

“When a person does not have a suitable accommodation alternatives they are considered homeless if their current living arrangement:

- A dwelling that is inadequate OR
- Has no tenure, or of their initial tenure is short and not extendable OR
- Does not allow them to have control of, and access to space for social relations”.
Australians were homeless on Census night 2011 of those were between 12 and 18 were under 25 of homelessness services users in Victoria are under 25

THREE CATEGORIES OF HOMELESSNESS

PRIMARY HOMELESSNESS
Not having conventional accommodation, such as sleeping rough in the street, a park or living in a car

SECONDARY HOMELESSNESS
When people frequently move from one place of temporary accommodation to another. This could be ‘couch surfing’ with family or friends, or staying in a refuge or other form of crisis accommodation

TERTIARY HOMELESSNESS
When people have accommodation that is considered unstable such a living in a boarding house, motel or caravan with no secure lease or private facilities

Both pages available as a downloadable PDF
CAUSES OF YOUTH HOMELESSNESS

In the overwhelming number of cases, a child of young person experiencing homelessness is in that situation due to circumstances beyond their control and through no fault of their own.

Causes of youth homelessness in Australia include:

• family breakdown
• family conflict
• family violence or abuse (psychological, physical, sexual)
• long term unemployment
• drug and alcohol abuse within families
• mental health issues
• poverty
• lack of support after exiting state care at the age of 18
WHO IS MOST AT RISK OF HOMELESSNESS?

- Young women aged 15-24
  AV interview with a young woman currently or previously homeless

- Young people who grow up in poverty
  AV interview with young person who became homeless in these circumstances

- Aboriginal and Torres Strait Islander Youth
  AV interview

- Young people with mental illness
  AV interview

- Young people from refugee backgrounds
  AV interview

- Youth in rural and remote locations
  AV interview

- Youth in state care
  AV interview
FROM “YOUTH HOMELESSNESS” LINK

COSTS

PERSONAL

Lack of stable accommodation

Multiple placements
40% have between 2 and 5 placements

14% between 6 and 10 placements

32% more than 11 placements

Must leave system at age 18

SOCIETY

Health and Justice
Homeless youth more likely to require health services and come into contact with juvenile justice system

Leads to extra policing, social services, council services and prisons.

Lifetime of welfare dependence, loss of productive working life

ECONOMIC

Out of Home services
$2.4 billion pa

State residential care place
$200,000 to $1 million per child

Juvenile Detention approx.
$230,000 pp pa or $298 pd

Annual cost of providing health services and justice system for homeless youth
$747 million per year

Mini Documentary
ALEX’S STORY

Link to PDF 2016 Report:
Swinburne University
The Cost of Youth Homelessness in Australia

VIDEO IV
Bernie Geary
Former Commissioner for Children, Victoria
OUT OF HOME CARE: FACTS AND STATISTICS

44,000 children between ages one and seventeen in out of home care in Australia

WHERE THESE CHILDREN LIVE

47% with family and kin
40% in foster care
5.8% in other home based care
5.5% in residential (resi) care

In Victoria there was a 44% growth in children in out of home care between 2001 and 2011 which is 4% per annum

Research indicates that children and young people in out of home care generally have poorer life outcomes than the general population
“We see a middle aged person and we have normal expectations of a person that age. However, if a person has been severely traumatised in early childhood their brain may not have developed at a pace with the chronological age. If a person has been so traumatised that the limbic and cortex parts of the brain are largely undeveloped, this person may be functioning in many respects as a child”.
(Barton, Gonzalez, Rudy & Tomlinson 2012)
LIGHTHOUSE INTERACTIVE DOCUMENTARY

AUDIO VISUAL CONTENT

HELEN GAYNOR PhD by PRACTICE LED RESEARCH
LIGHTHOUSE INTERACTIVE DOCUMENTARY

AUDIO VISUAL CONTENT DESCRIPTION

DOCUMENTARIES

- Susans’ Story: Lighthouse Founder: 10 mins: I/V, archive and actuality
- Young person’s story: How they became homeless and sought out Lighthouse: 6 mins: I/V and actuality
- Amber’s Story: 3 x 4 mins: I/V, overlay, archive and actuality
- Alex’s Story: 3 x 4 mins: I/V, overlay, archive and actuality
- Khalia’s Story: 3 x 4 mins: I/V, overlay, archive and actuality
- A Day in the Life of a Lighthouse Carer: 10 mins : I/V and actuality
- A week at Lighthouse HQ: 10 mins: I/V and actuality
- Wider Community support groups – what they do, how and why: 5 x 2 mins: Vox Pops and overlay
- Community Committee: what they do, why and how: 5 x 2 mins: Vox Pops and overlay
- The Therapeutic Outcomes Process (TOA): 10 mins: Observational
- Various Youths: the experience of being homeless and the effect on them: 10 x 3 mins PTC*
- Young homeless woman aged 15-24: 3 mins PTC*
- Young person who grew up in poverty: 3 mins PTC*

*PTC: piece to camera
INTERVIEWS:
Interview style will depend on the participant. There will be formal, lit and planned interviews as well as interviews shot in the participatory style, on the run and situational. They will also be available as audio only podcast content

- Lighthouse Staff: The Referral and Intake Process
- Lighthouse Staff: Outcomes – how they are achieved and what they may look like
- Lighthouse former residents: how the Lighthouse process worked for them
- Expert on the development of Individual development plans for residents
- Expert on Psychological Healing Process
- Expert on Attachment theory and process
- Lighthouse Worker on Residential Care process and houses
- Lighthouse Resident on living in Residential Care
- Community Care Manage on Lighthouse Community
- Directors of Care Services on Lighthouse Community
- Senior Psychologist on heading the psych team
- Psychologist on Therapy programs
- Primary Carer on delivering therapy programs on the ground
- Dr Erin Holloway, Clinical Psychologist about Therapeutic Outcomes Assessment
- Young homeless woman aged 15-24
• Young homeless person how grew up in poverty
• Aboriginal and Torres Strait Islander homeless youth
• Young homeless refugee
• Rural homeless youth
• Youth in state care
• Bernie Geary, Former Commissioner for Children, Victoria
• Susan Barton on Trauma Informed Care
• Experts: trauma and effects on development

VIRTUAL TOURS: 360 degree FILMS
• 360 degree Tour of a Lighthouse Home
• 360 Degree Tour of a Residential Care Home