



# Evaluation Report 2016 - 2018



Kudoz is powered by:



## **Acknowledgments**

*This evaluation is written by Dr. Sarah Schulman with Nicole Markwick in August 2018. It would not have been possible without the valued assistance of Carolyn Camman, Melanie Camman, Janey Roh, Lisa Joy Trick and Jonas Piet.*

*Kudoz is a partnership between InWithFroward, The Burnaby Association for Community Inclusion, posAbilities and Kinsight. This publication is licensed under a Creative Commons Attribution-ShareAlike 4.0 International licence.*

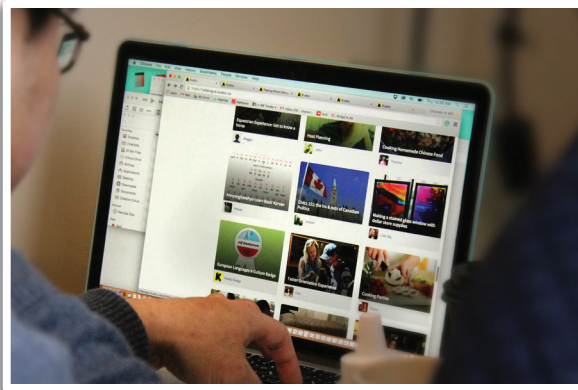
# **Table of Contents**

<b>A quick snapshot</b>	<b>4</b>
<b>1. Starting points</b>	<b>6</b>
<b>2. Pain points</b>	<b>7</b>
<b>3. Intervention points</b>	<b>8</b>
<b>4. Enter Kudoz</b>	<b>11</b>
<b>5. Results in brief</b>	<b>13</b>
<b>6. Measuring Kudoz</b>	<b>14</b>
6.1 Sources of Data	<b>14</b>
6.2 Principles behind data collection	<b>16</b>
<b>7. Results in depth</b>	<b>17</b>
7.1 All participants	<b>18</b>
<a href="#"><u>Demographics</u></a>	
<a href="#"><u>Usage</u></a>	
<a href="#"><u>Change</u></a>	
<a href="#"><u>Hosts</u></a>	
7.2 The Evaluation Cohort	<b>26</b>
<a href="#"><u>Hosts</u></a>	
<a href="#"><u>Who is seeing impact?</u></a>	
<a href="#"><u>What impact do Kudoers see?</u></a>	
<a href="#"><u>Enablers &amp; Barriers to Change</u></a>	
<a href="#"><u>Mechanisms of change</u></a>	
<a href="#"><u>Negative effects</u></a>	
<b>8. Limitations</b>	<b>43</b>
<b>9. Future opportunities</b>	<b>45</b>



# A quick snapshot

Kudoz is a community learning platform bringing together curious, neurodiverse folks to host and go on surprising experiences!



**Kudoers book community learning experiences through the online catalogue... anything from Anime to Zumba!**

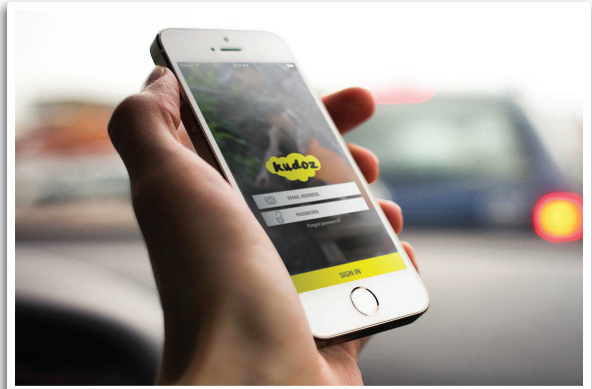
Visit [app.kudoz.ca](http://app.kudoz.ca) to browse the catalogue of experiences, and start bringing novelty and fortuity into the every day.



**Experiences are hosted by volunteers like Frane. In this photo, she is sharing her love of botany with Kudoer Ben.**



**Kudoz is big on experiences in community. Not inside buildings running programs for people with disabilities.**



**Kudoz uses a mobile app to help Kudoers get to new places, make videos of their experiences, and capture impact data too.**



**Kudoers and Hosts are recognized at Growth Bash with hand-made badges, certificates, and a party.**

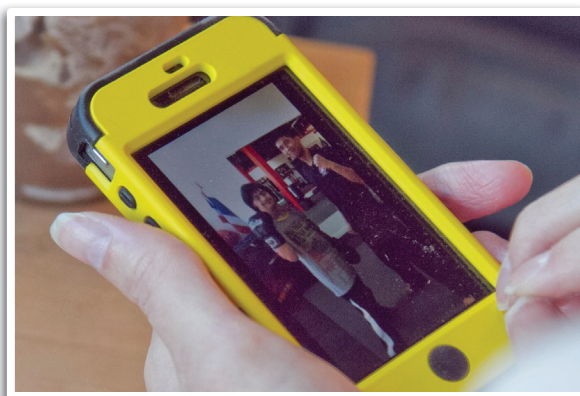


**At Growth Bash, we also celebrate the wider community and reinforce growth mindsets!**





Here are Host Julian and Kudoer Umete at their kickboxing experience. Julian is bridging Kudoers to regular courses.



With the mobile app, Kudoers take photos of the experience to talk about it, make sense of it, and to decide what's next.



At Reflection Cafe, Kudoers and Hosts reflect on their experiences and growth over a cuppa and a board game.



At sign-up, Hosts work with a Kudoz Curator to shape their passion into a great two-way learning experience.

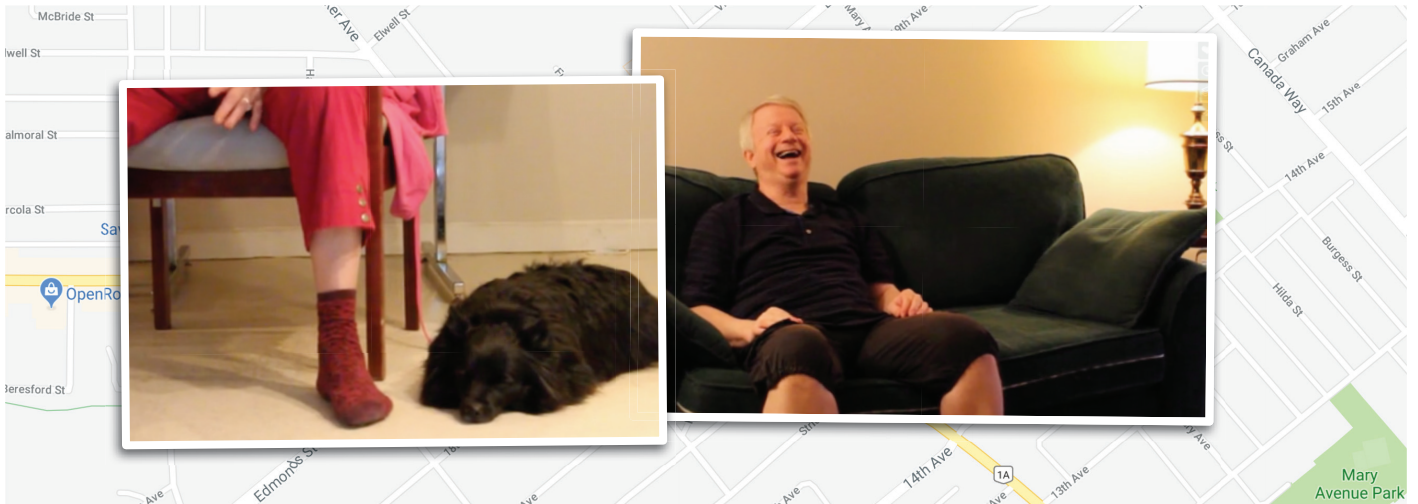


Trying new things comes with anxiety. Here's Learning Coach Quinn sharing strategies with a Kudoer and their Circle.



This year, we opened our first new location just behind Metrotown in Burnaby, BC.

# 1. Starting points



Three decades have passed since Greg, Fay, and Karen felt most alive. These days, life is a record on repeat: appointments, errands, chores, appointments, errands, chores. Back then, in the summer of 1986, life was deliciously surprising. The exotic replaced the mundane. McDonald's floated on water. Motion outpaced stagnation. There was a reason to get up and go in the morning. Greg explains: *"People would call and say where's Greg, and they'd say, Greg's out at Expo 86 having a good time!"*

Sure, not every day can match a World Fair. But, what might it look like to bring a little more novelty and meaning into our lives? For adults like Greg, Fay and Karen the sources of novelty and meaning have been few and far between. Fay grew up in an institution. Greg and Karen grew up in segregated classrooms. The diagnosis of 'developmental disability' separated them from others. The label 'special needs' shaped both how they saw themselves and how society saw them. Their language of self became the language of clinicians and service providers. With no alternative narrative about who they were and who they could become, 'care' 'safety' and 'protection' became the organizing principles of their lives, structuring their interactions and narrowing what they considered possible.

We got to know Greg, Fay and Karen in the Spring of 2014. They were our neighbours in a social housing complex in Burnaby, British Columbia. We were a crew of designers, researchers, managers, and frontline workers supported by three disability service providers: Burnaby Association for Community Inclusion, Kinsight, and posAbilities. Our initial brief was to understand the lived experience of social isolation amongst adults with and without developmental disabilities. We recognized that just because adults with disabilities were living in community did not mean they were living as part of community.

Three months and fifty meals later, we found Greg, Fay, and Karen were neither isolated from other people, nor fulfilled by their days. Karen spent her work days separating paper at a recycling plant. Fay engaged with paid workers, dog walkers, and any stranger she came across. Greg talked to his mum several hours a day, to the bank manager, and the sandwich artists at Subway. Yet, they were bored and, often, lonely. There wasn't a lot of (or really, any) new things to talk about. There wasn't a lot of (or really, any) new input in their lives. Going out to a restaurant or to the movies was their aspirational ceiling. With little fresh content, their interactions felt stale. The present and the future was rather dull, painted in monochrome - not colour.

## 2. Pain points

Mark and Umete had not yet been born in 1986. Unlike Greg, Fay and Karen they didn't grow up in institutions or in segregated classrooms. Like Greg, Fay and Karen, they were bored and wanting more. Mark just wanted to learn how to make a roast - not the spaghetti he'd learned in cooking class year after year. Umete wanted to try most everything - dance, acting, film-making, and most definitely, romance. Both the younger and older adults with developmental disabilities we met were experiencing at least three kinds of pain: (1) a boredom or listlessness that affected mood and motivation, (2) a sense of hopelessness 3) a feeling of restriction and limitation, with few opportunities for places to go, things to do, and ways to exercise control.

From a system vantage point, boredom, hopelessness and dampened opportunity are risk factors for depression, regression, unemployment, and social exclusion. Boredom can inhibit motivation to act, which in turn, can deter skill utilization and contribute to skill loss. Hopelessness is also a motivational deterrent, strongly correlated with depression and anxiety. When you have little reason to believe tomorrow will be different to today, why bother? Recent studies indicate that upwards of 45% adults with developmental disabilities experience a mental illness.<sup>1</sup>

Without outlets to express worry, frustration and anger, emotions can show up as behaviours that pose a direct challenge to systems. Mark often refused to go to his day program, or wandered off from staff. As critical incidents pile up, more time goes to managing the day-to-day and less time is available for changing the day-to-day.

It is a vicious cycle. In the absence of trying new things, there is little opportunity to learn new ways of interacting. Indeed, there is little alternative but the status quo. This is a status quo of unemployment and social exclusion. The employment rate of working age adults with a developmental disability is 22% - less than a third of the rate for people with a disability and the lowest rate of any disability type.

This too is a vicious cycle. The fewer people with developmental disabilities within our workplaces, the less likely employers are to know and feel comfortable with people with developmental disabilities. Stigma and discrimination thrive in contexts with limited exposure and high uncertainty. Indeed, community members who have greater contact with individuals with developmental disabilities are "less likely to desire social distance" and have greater willingness to recognize and engage with people with developmental disabilities.<sup>2</sup>

	User Perspective	System Perspective
Individual level	<ul style="list-style-type: none"><li>• Boredom</li><li>• Limited sense of self or future</li></ul>	<ul style="list-style-type: none"><li>• Skill regression</li><li>• Declining mental health &amp; increasing behavioural challenges</li></ul>
Environmental level	<ul style="list-style-type: none"><li>• Poverty of things to do, place to go</li></ul>	<ul style="list-style-type: none"><li>• Low employment rate</li><li>• Stigma &amp; exclusion</li></ul>

Chart: Pain points from user and system perspective

<sup>1</sup> <http://journals.sagepub.com/doi/abs/10.1177/070674371205701004>  
<sup>2</sup> Ouellette-Kuntz, H., Burge, P., Brown, H. K. and Arsenault, E. (2010), Public Attitudes Towards Individuals with Intellectual Disabilities as Measured by the Concept of Social Distance. Journal of Applied Research in Intellectual Disabilities, 23: 132-142. [doi:10.1111/j.1468-3148.2009.00514](https://doi.org/10.1111/j.1468-3148.2009.00514)



### 3. Intervention points

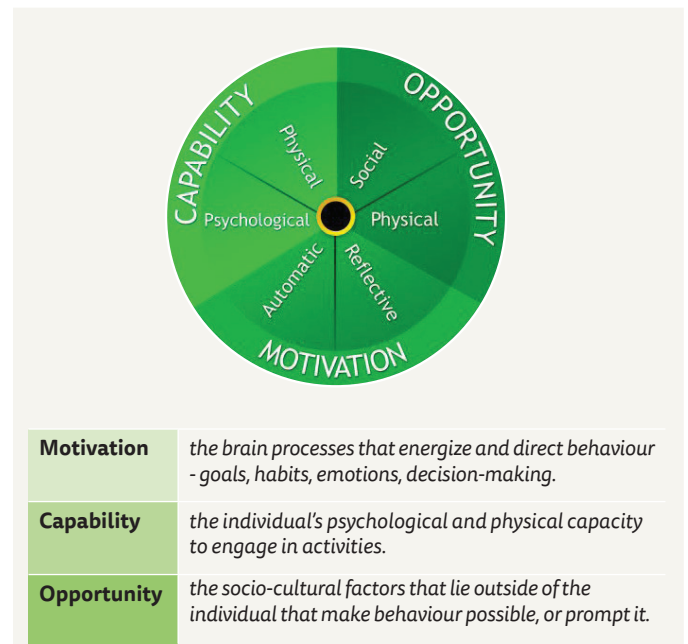
The language of developmental disability can falsely suggest that development stops, that people like Mark, Umete, Greg, Fay and Karen cannot grow or change. We've taken human potentiality as our foundational premise. To be human is to have the capacity to develop throughout the lifespan. The research is clear: development is not only the domain of children, but adults too. "An essential feature of the brain is its capacity to change...Decades ago, large-scale reorganization of the adult brain was considered impossible. We now know differently (Power and Schlagger 2018)."<sup>1</sup>

For the brain to change, it must be fed new experiences. Again, the research is clear: environment matters. "Animal and human research have shown that environmental stimulation is critical for enhancing and maintaining cognitive function. Novelty, focused attention and challenge are essential components of enhancing cognitive function...(Schaffer 2016)."<sup>2</sup>

But, development is a relational process. A stimulating environment is a necessary but insufficient condition for change. Development unfolds as part of an ongoing dynamic between person and environment. Renowned psychologist Albert Bandura reminds us that, "Research on brain development underscores the influential role that agentic action plays in shaping the neuronal and functional structure of the brain. It is not just exposure to stimulation, but agentic action in exploring, manipulating, and influencing the environment that counts (2001)."<sup>3</sup> By agentic action, we're talking about action that comes about through some level of

conscious purpose; a pursuit of aims in the midst of life circumstances.

We can see development, then, as a product of three interrelated elements: our environments, our motivations (our purposes, needs, desires, emotions), and our capabilities (to act and to influence). The COM-B wheel is a visual representation of these three conditions. Developed by Dr. Susan Michie and her team at University College London, the Capability-Opportunity-Motivation-Behaviour framework brings together 33 different theories and 128 constructs to explain how to change human behaviour.



**Sources of behaviour from the COM-B model, Michie, S., van Stralen, M. M., & West, R. (2011)<sup>4</sup>**

When we map the COM-B framework against our ethnographic research with people like Mark and Greg, we can start to identify the conditions for growth and

<sup>1</sup> Power, J. D., & Schlaggar, B. L. (2017). Neural plasticity across the lifespan. *Wiley Interdisciplinary Reviews. Developmental Biology*, 6(1), 10.1002/wdev.216. <http://doi.org/10.1002/wdev.216>

<sup>2</sup> Shaffer, J. (2016). Neuroplasticity and Clinical Practice: Building Brain Power for Health. *Frontiers in Psychology*, 7, 1118. <http://doi.org/10.3389/fpsyg.2016.01118>

<sup>3</sup> Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2(1s), 21-41.

<sup>4</sup> Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*: IS, 6, 42. <http://doi.org/10.1186/1748-5908-6-42>



development that are frequently absent from the day-to-day. Too many adults with developmental disabilities find their days devoid of experiences that might enhance their motivation, capability, and opportunity to live a life of independence, connection, meaning, and purpose. We can call a life of independence, connection, meaning and purpose a flourishing life, which is the hallmark of Positive Psychology (Seligman 2011).<sup>5</sup>

<b>Motivation</b>	<i>Positive emotions Learned hopefulness</i>
<b>Capability</b>	<i>Perceived competency to make decisions, interact, self-reflect, etc.</i>
<b>Opportunity</b>	<i>Novelty &amp; fortuity Social networks</i>

**Positive emotions.** Positive emotions like joy, pride, kindness, and gratitude both signal and produce flourishing. Our balance of positive to negative emotions (like worry, fear, and frustration) is an indicator of our happiness. Experiences that engender positive emotions prompt us to engage with the world around us, reinforcing intrinsic motivation to act.<sup>6</sup> How, then, can we amplify and recognize positive emotions?

**Learned hopefulness.** We won't always experience positive emotions. Negative events and setbacks are an inevitable part of the human project. But, we can learn to keep on keeping on, to have tenacity in the face of adversity, and to maintain self-belief by having empowering experiences that enhance our resilience.<sup>7</sup> How, then, can we foster more empowering experiences?

**Competency and control.** To live a life of purpose, we need some specific skills and capabilities. We need to learn how to make decisions, take risks, make mistakes, find an area of competence, set goals, and reflect on where we are at and where we are going. We also need to believe in our ability to exercise some control over what we do, and the outcomes we are after. These 'efficacy beliefs' are core to human agency (Bandura 1997) and are best acquired through experiential learning in real settings (Bremer, Kachgal, Schoeller, 2003).<sup>8</sup> How, then, can we increase experiential learning in real settings?

**Novelty and fortuity.** Setting goals and developing competencies starts by having interests and preferences. And interests and preferences come from broad exposure to what's out there. When Greg and Fay were exposed to the World Fair in 1986, their realm of possibilities expanded, and so too did their interests and preferences. Exposure to new things don't just offer a base from which to formulate interests and goals, but if in rich enough settings, can introduce fortuity into our lives. Bandura reminds us, "There is much that people do designedly to exercise some measure of control over their self-development and life circumstances, but there is also a lot of fortuity in the courses lives take." The more we put ourselves out there, the more we open ourselves up to meeting people and making connections that create memorable moments and just might shift trajectories. How, then, can we bring about novelty and serendipity?

**Social networks.** What we do and what we want is profoundly influenced by who we spend time with and our relationships with others. Indeed, our social ties —

<sup>5</sup> Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

<sup>6</sup> Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *The American Psychologist*, 56(3), 218–226.

<sup>7</sup> Zimmerman, Marc A. (1993). "Toward a theory of learned hopefulness: A structural model analysis of participation and empowerment." *Journal of Research in Personality* 24(1): 71-86. <http://hdl.handle.net/2027.42/28690>

<sup>8</sup> Bremer, C. D., Kachgal, M., & Schoeller, K. (2003). Self-determination: Supporting successful transition. National Center on Secondary Education and Transition Research to Practice Brief, 2(1).

including the size of our network of friends & family, the resources that flow through our networks, and the supports one receives from our network - shape our life outcomes. Our mental health, our employment status, even our longevity is linked to the strength and diversity of our social networks.<sup>9</sup> Bonding social capital refers to social networks with people a lot like us. Bridging social capital refers to social networks with people quite different to us. Where bonding social capital is characterized by high trust & support, bridging social capital is characterized by greater novelty & opportunity. Adults like Fay and Karen have relatively high bonding social capital, and relatively low bridging social capital. Because they spend their days with paid staff and other people with developmental disabilities, the diversity of their networks is limited, and so too is the breadth of their opportunity. How, then, can we widen people's networks and increase bridging social capital?

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9 National Research Council (US) Panel on Understanding Divergent Trends in Longevity in High-Income Countries; Crimmins EM, Preston SH, Cohen B, editors. Explaining Divergent Levels of Longevity in High-Income Countries. Washington (DC): National Academies Press (US); 2011. 6, The Role of Social Networks and Social Integration. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK62364/>

## 4. Enter Kudoz

Kudoz is a learning platform for adults with developmental disabilities, designed as one answer to the questions:

- How can we widen people's networks and increase bridging social capital?
- How can we bring about novelty and serendipity?
- How can we increase experiential learning in real settings?
- How can we foster more empowering experiences?
- How can we amplify and recognize positive emotions?

Here's how Kudoz works: individuals with developmental disabilities (called Kudoers) choose from a catalogue of real-world learning experiences. Experiences are offered by community members (called Hosts) on a wide array of topics - anything and everything from arts to culture to

to shape people's motivations, capabilities, and opportunities for leading flourishing lives in connected communities. Of course, flourishing is not the language of government funders or social policy systems. Outcomes are the language of systems. We can think of flourishing in terms of some of the outcomes our health & social welfare systems are charged with delivering: mental health, independence, employment, and reduction in stigma.

We can express the hypothesized relationship between outcomes and behavioural determinants (capability, opportunity, motivation) as a theory of change. A theory of change is a set of assumptions about why a series

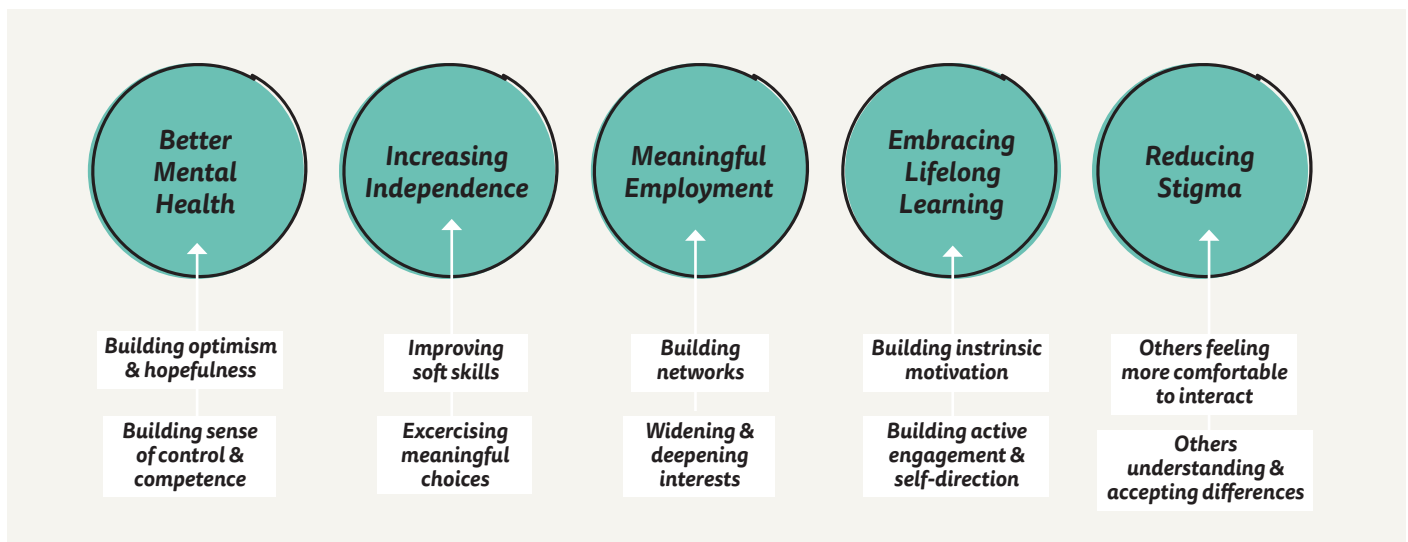
Designed interactions in Kudoz:	determinants linked to: Motivation	determinants linked to: Capability	determinants linked to: Opportunity
Kudoers choose from a catalogue of experiences	Widening & deepens interests & preferences	Improves meaningful choice making	Increases access to novelty
Community members sign-up to host experiences			Builds bridging networks
Kudoers and Hosts meet in real world setting for experiential learning moments	Builds hopefulness & engenders positive emotions	Builds sense of control & competence	Creates moments of fortuity
Kudoers and Hosts exchange feedback and earn badges	Amplifies intrinsic motivation		Increases understanding & acceptance of difference
Kudoers & Hosts receive coaching and attend Reflection Cafe	Encourages active engagement and self-direction		
Outcomes linked to determinants	• Better Mental Health • Embracing Lifelong Learning	• Increasing Independence	• Meaningful Employment • Reducing Stigma

Chart: Linking Kudoz outcomes to the COM-B model

science to spirituality to sports. After experiences, Kudoers and Hosts exchange feedback, are invited to reflect on their learning at events called Reflection Cafe, and earn badges to celebrate their strengths and competencies. We can see Kudoz as a series of interactions intended

of activities are likely to shape a set of determinants underpinning a desired set of outcomes. You can think of a theory of change as dominos, where investment in the right activities triggers a chain reaction towards an intended end.



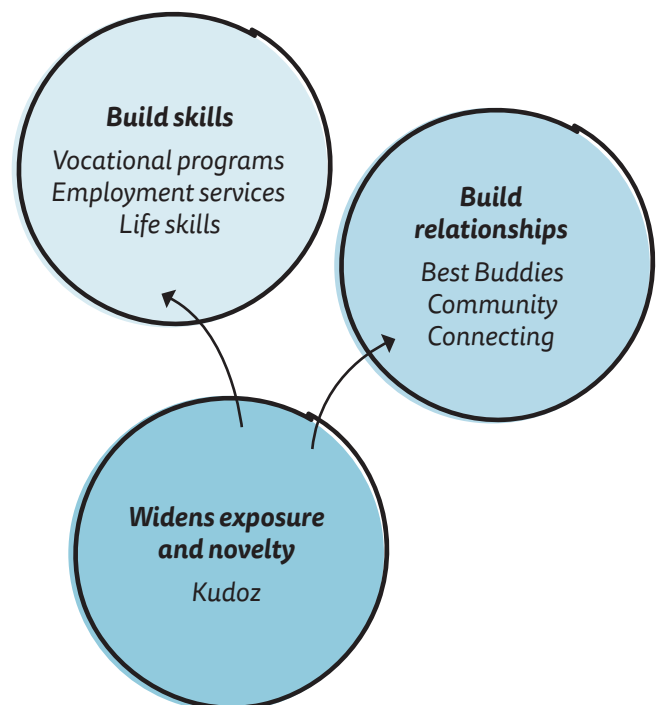


**Chart: the Kudoz Theory of Change**

The Kudoz theory of change is meant to fill a gap in the service landscape. While there are existing programs centred on similar outcomes, we are not familiar with interventions focused on this constellation or sequence of determinants for adults with developmental disabilities.

Employment services centre on skill building, but not on preference shaping, bridging networks, or moments of fortuity. They start with goal setting as a means for finding jobs, rather than novelty & exposure as a means for setting goals. Training programs for adults with developmental disabilities at vocational colleges have a similar logic. They are predicated on individuals knowing their interests and building skills in segregated classroom settings, rather than widening interests, broadening choice, and building bridging networks. Interest based programs like Special Olympics certainly try to deepen competencies in a particular domain, but do not have a mechanism for topical breadth and broad community engagement. Relational interventions like Best Buddies are designed to bridge individuals to community members, but assume that a new relationship predicated on a person's disability is the vehicle for connection and purpose, rather than experiential learning as the basis

for mutual meaning and connection. Indeed, we know of no other intervention with a mechanism for mobilizing a diverse array of community members to engage in shared learning. Drawing on social stigma theory, the hunch is that connecting around topics of mutual interest allows a deeper appreciation of difference and shifts perceptions of self and other.



**Chart: Kudoz occupies a niche that other services can leverage**

## 5. Results in brief

So, how does the Kudoz theory of change play out in reality?

**Kudoz widens opportunities, strengthens capabilities, and enhances motivation for a large majority of active users.** Of the 32 adults with developmental disabilities in the evaluation pool since January 2017, 70% engaged in 2 or more experiences and 78% of these 'active users' had a reportable change. Of the 19 adults who participated in baseline and follow-up interviews, 72% described medium to big changes in at least one of five areas: (1) a pursuable interest, (2) a sustained relationship, (3) a new job or role (4) a novel or solidified skill, and/or (5) improved self perception or improved perception of self by others.

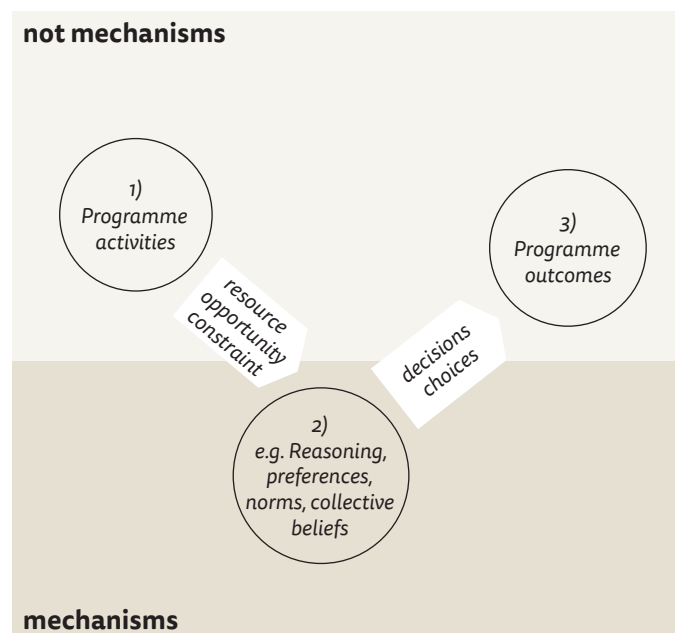
**Kudoz reduces social distance and increases comfort with difference for a majority of active Hosts.** Of the 104 community members who have hosted at least once from January 2017 to April 2018, over 60% had not engaged with adults with developmental disabilities before - including employers in the medical, construction, hospitality, and technology industries. Of the 125 stories of change related to stigma, 82% demonstrate greater understanding of how to interact with people from neurodiverse backgrounds.

**Taken together, since its first full year of operations in September 2015, Kudoz has involved 150 Kudoers, 470 Hosts, and captured 355 stories of change** - 50% of which address determinants underpinning employability and 60% of which address protective factors for mental health. Over 90% of stories indicate progression in personal development, self-determination, interpersonal relationships, social inclusion, and/or emotional well-being - five of the eight quality of life domains set out for individuals with developmental disabilities (Schalock 2010).<sup>1</sup>

<sup>1</sup> Community Living British Columbia uses the Quality of Life framework from Robert Schalock, as published here <http://communitylivingbc.thedev.ca/projects/quality-of-life/what-is-quality-of-life/>

## 6. Measuring Kudoz

How do we know whether the interactions that make up Kudoz are shifting determinants and shaping desired outcomes, for whom, under what conditions? A theory of change is only as good as its supporting evidence. Built into Kudoz is a system for data collection, analysis, and iteration. This is a system rooted in realist evaluation, which “assumes nothing works everywhere for everyone: context makes a big difference to outcomes (Westhorp 2014).” So rather than answer questions about if an intervention works, realist evaluators seek to understand how an intervention works and therefore how it can be improved. Interventions provide resources, opportunities or constraints intended to influence the target person’s decision-making. But, when push comes to shove, it’s the target person’s decision that determines whether an outcome is actually achieved. In realist evaluation speak, “it is the interaction between what the program provides and the reasoning of its intended target population that causes outcomes.”<sup>1</sup>



Explaining how causation works in realist programme evaluation  
Source: Wong, G. Westhorp, C. Pawson R., & Greenhalgh, T. (2012).

### 6.1 Sources of Data

To understand the effect of Kudoz, then, we need to understand what resources, opportunities or constraints were actually offered, to whom, and what ‘reasoning’ was prompted in response, shifting which determinants, and advancing which outcomes. To do that, we draw on two streams of data: platform usage and reported change. Kudoers and Hosts communicate, book experiences, and provide feedback via the online platform (app.kudoz.ca) allowing us to track real-time usage and monitor trends at an individual and aggregate level. This tells us what experiences were actually taken up.

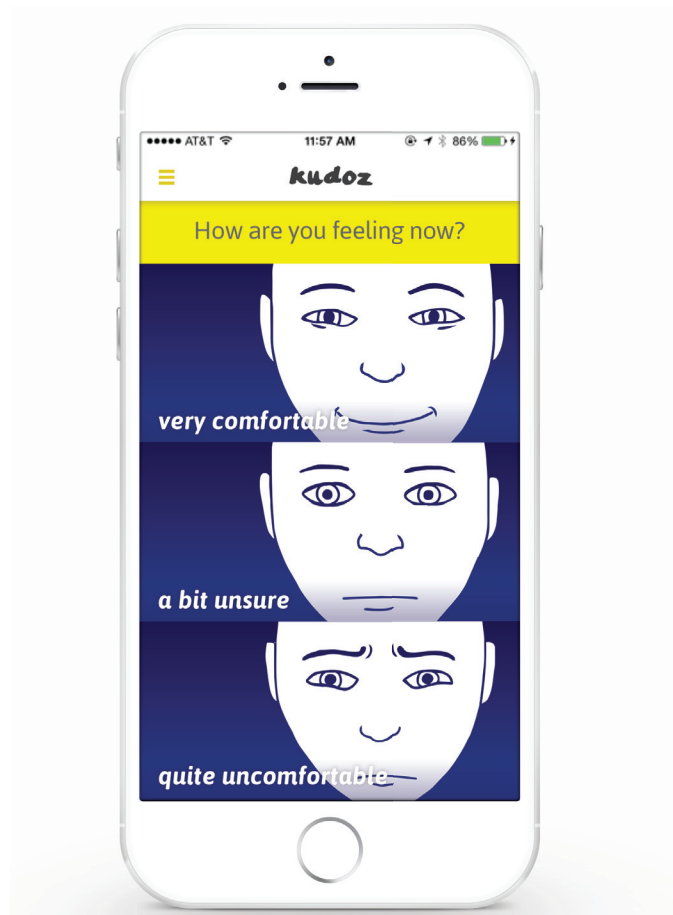
What usage data does not tell us is how experiences shape motivations, capabilities, and perceived opportunity. To give us a window into this, we ask Kudoers questions before & after their experience using an IOS app, collect notes from Kudoer coaching sessions, record changes in Kudoer online profiles, and solicit stories of change from team members, Kudoers, their circle of support, and Hosts. Each of these data sources is explained below.

**IOS App as data.** The IOS app was designed to enhance the Kudoer experience, and is based on the notion that memory is critical for learning. The app reminds individuals of their upcoming Kudoz experiences, measures Kudoers’ level of comfort before and after experiences, and encourages documentation. Photos and audio are combined into short videos, which are uploaded to Kudoer’s online profiles. The goal is for the media files to prompt reflection and conversation, over time, and serve as a visual record of widened and deepened interests. While the media files face Kudoers, at the moment, quantitative before/after data is stored as part of the administrative

<sup>1</sup> Westhorp, Gill (September 2014). Realist Evaluation: An Introduction. Methods Lab Publication.  
Retrieved from [www.odi.org/methodslab](http://www.odi.org/methodslab)



panel and can be mined to see trends in comfort levels and Kudoer appetite for future challenge.



Measuring comfort levels before and after experiences

**Coaching Notes as data.** Kudoers can opt-in to receiving 1:1 coaching with a Kudoz Learning Coach. Coaching sessions are rooted in a positive psychology framework, focus on removing motivational and practical barriers to use, and increasing self-awareness, resilience, and goal orientation. After each coaching session, the Learning Coach writes a synopsis of the interaction and includes the character strengths (e.g. bravery, persistence) discussed and seen. Character strengths come from the the Values In Action Inventory developed by Martin Seligman and Christopher Peterson. Coaching notes are stored in a database,

which will be added to Kudoer profiles in future iterations of the online platform. Notes can then be coded according to the Kudoz theory of change to gauge shifts in capability, opportunity, and motivation over time.

**Stories of Change as data.** Stories of change are written accounts of self-reported or other-reported shifts in behaviour. They may be small or big shifts. They may be directly or indirectly attributed to Kudoz. Everyone in the Kudoz community (team members, Kudoers, their circle of support, and Hosts) are prompted to share stories of change via regular check-ins and scheduled moments. Every spring, in preparation for the yearly badging ceremony, active Kudoers and Hosts receive a message and phone call to talk about changes they've experienced or witnessed (as well as barriers standing in the way). Between badging ceremonies, Kudoz team members conduct regular check-ins with Kudoers and Hosts to solicit feedback and stories of change.

Stories are analyzed quarterly using the Most Significant Change methodology (MSC). MSC is a participatory process, where stories are read, ranked by perceived significance, and debated by team members and stakeholders (including organizational partners, funders, and participants). These quarterly conversations enable regular review of the Kudoz theory of change, and help to create a culture where change (versus activity levels) are the focus. By doing so, "MSC can deliver a rich picture of what is happening, rather than an overly simplified picture where developments are reduced to a single number."<sup>2</sup> Stories are stored in a database, and will be integrated into Kudoer profiles in future iterations of the platform. Stories are tagged according to the determinants in the Kudoz theory of change, and have also been manually

<sup>2</sup> Davies, Rich and Dart, Jess (2005). "The Most Significant Change Technique." Published by Oxfam. Retrieved online. <https://europa.eu/capacity4dev/iesf/document/%E2%80%98most-significant-change%E2%80%99-technique-davies-dart-2005>

	Collection		Analysis	
	Hosts	Kudoers	Hosts	Kudoers
<b>Usage data</b>	<ul style="list-style-type: none"> <li>Experiences listed, hosted, cancelled</li> <li>Messages &amp; feedback exchanged with Kudoers</li> </ul>	<ul style="list-style-type: none"> <li>Experiences booked, attended, cancelled</li> <li>Messages &amp; feedback exchanged with Hosts</li> </ul>	<ul style="list-style-type: none"> <li>Real time data view</li> <li>Weekly compiled dashboards</li> </ul>	
<b>Change data</b>	<ul style="list-style-type: none"> <li>Most significant change stories</li> </ul>	<ul style="list-style-type: none"> <li>IOS app questions</li> <li>Coaching notes</li> <li>Most significant change stories</li> <li>Profile changes</li> </ul>	<ul style="list-style-type: none"> <li>Slack channel of stories &amp; coaching notes</li> <li>Quarterly MSC ranking sessions</li> </ul>	

**Chart: Sources of data in Kudoz**

coded against other qualitative frameworks like Robert Schalock Quality of Life framework.

**Profile Updates as data.** Media files from the IOS app, self-reported strengths and interests, and accepted feedback live on the online Kudoer profile - along with an 'about me' section curated by the Kudoer. Kudoers are in control of the story they share, and the language & images they use to describe themselves. This profile is shared with Hosts prior to experiences, and because it is meant to be dynamic, can be used as a tool for reflection and conversation with family and friends. We track updates to fields on the profile, in particular the 'interest' and 'strengths' fields. Adding or removing an interest or strength is one proxy of a shift in how Kudoers see themselves and their motivators. Coupled with coaching notes or a story of change, this data can suggest identity development and/or continuity.

## 6.2 Principles behind data collection

Data is only useful if it is used. Rather than conceptualize data collection as a perfunctory task for accountability, we see data as a tool for behaviour change of our team members and of our participants. Indeed, underpinning our approach to data are three aspirational principles:

- Use data as fodder for team inquiry and iteration
- Treat data as a source of feedback for Kudoers, their

Circles of support, and Hosts

- Make data delightful and part of the end-to-end user experience

Often times, data is inputted into databases that face funders, without mechanisms for sense making or sharing that data with the people from whom it was collected. We have tried to flip this sequence. Data is inputted, as much as possible, by participants themselves or automatically recorded as part of their platform use. Much of this data is fed back to participants on their profiles. Individual level data is then aggregated on a dashboard curated by team members and used to set delivery priorities and highlight design opportunities. This allows Kudoz, as an intervention, to constantly evolve. Kudoers and Hosts who enter one month to the next may encounter new or adapted interactions. Point in time evaluations like this one must take into account ongoing development and seek to understand which interactions are linked with impact.

	Evaluation as learning	Evaluation as accountability
<b>When?</b>	Over time	Point in time
<b>For whom?</b>	Users, staff, funders	Funders
<b>What is studied?</b>	What works, for whom, when, how?	Does it work?
<b>How used?</b>	Discover > make > test > iterate	Collect > report
<b>Why?</b>	Behaviour change & program change tool	Oversight tool

**Chart: Evaluation purposes**

## 7. Results in depth

Kudoz emanated from original ethnographic research in July 2014. By February 2015, Kudoz was a small-scale prototype, involving 15 adults with developmental disabilities and 30 community members as Hosts. Feedback from the first prototype suggested Kudoz was promising, and best suited for individuals either not entrenched in disability day programs or dissatisfied with their day programs. We found adults in day programs had less flexible schedules (in part, because of staff-user ratios) and were often enculturated to routinized activities. Indeed, for those satisfied by their day programs, novelty wasn't an attractor. Kudoz was specifically designed for the segment of adults feeling bored, stuck, and/or seeking something new in their lives.

In September 2015, we broadened our recruitment efforts, working with agency partners (Burnaby Association for Community Inclusion, Kinsight, and posAbilities) and Community Living British Columbia (CLBC) to connect adults living in the Fraser and Vancouver regions to Kudoz. Over the course of nine months, Kudoz enrolled 39 adults as Kudoers and worked with over 75 community members as Hosts. Again, the feedback was promising. We collected over 55 stories of impact.

In October 2016, Kudoz received two years of project funding from CLBC to systematically track results and prepare Kudoz for potential scale across British Columbia. From October 2016 to July 2018, Kudoz has engaged 121 individuals with developmental disabilities and 460 community members as Hosts. Starting in January 2017, Kudoz assigned every second incoming Kudoer to an evaluation cohort. 32 Kudoers in the evaluation cohort completed a baseline interview, and 19 agreed to follow-up interviews 6-12 months after starting Kudoz. Over the pages that follow, we will summarize the

data against 3 groupings, over the period from October 1, 2016 to April 1, 2018, when Kudoz upgraded its online platform and changed how some data were collected. To ensure comparability of data, we've predominantly pulled data until the switch over - with exceptions, as noted.

Evaluation Cohort	Full Cohort	Total Participants
<i>This represents the <b>32 individuals</b> who signed-up to Kudoz between January 1, 2017 and April 1, 2018.</i>	<i>This represents the <b>72 individuals</b> who signed-up to Kudoz between January 1, 2017 and April 1, 2018.</i>	<i>This represents the <b>84 individuals</b> who have been part of Kudoz since October 1, 2016 until April 1, 2018.</i>
<i>These individuals were assigned to the evaluation pool.</i>		<i>In some instances, but only as indicated, we have pulled volume and demographic data from October 1, 2016 until August 1, 2018.</i>

Chart: Names and definitions of cohort groups

In addition to data collated from the Kudoz backend systems, we've analyzed data from CLBC backend systems. This is largely demographic data, including age, gender, and assessed level of disability need. Where CLBC data is cited, the total number of Kudoers in each grouping changes because of age, eligibility, and geography bounds. In total, 72 individuals from October to April were matched to CLBC systems.

	February 2015 - May 2015	September 2015 - May 2016	October 2016 - present
Activity	First prototype of Kudoz	First pilot of Kudoz	Kudoz operations
Cumulative numbers	121 individuals 460 hosts		
	39 individuals ~75 active hosts		
	15 individuals 30 active hosts		

Chart: Kudoz timeline & cumulative participation over time



## 7.1 All participants

### Demographics

Kudoz has no formal eligibility criteria, other than qualifying for CLBC supports and/or support through Burnaby Association for Community Inclusion, Kinsight, and posAbilities. Over time, Kudoz has taken on board a small number of youth who do not yet qualify for CLBC (using BC lottery commission dollars) and adults who moved outside of region. We do not ask Kudoers for their diagnosis or for their assessed level of service need, instead allowing individuals and their families to choose what they want to share with us and with Hosts about their identity.

#### **What, then, do we know about who signs-up to Kudoz?**

We know Kudoers trend young and male. The average age is in their late 20s, and 60% are male. We also know the majority of Kudoers live in the Fraser region compared to the Vancouver region, despite recruitment efforts in both areas.

	Evaluation Cohort (Jan 2017 - April 2018)		All Participants (Oct 2016 - April 2018)	
<b>Total number</b>	32 individuals		84 individuals	
<b>Gender</b>	12 female	37%	30 female	36%
	20 male	63%	54 male	64%
<b>Average age</b>	29.3		27.7	
<b>Region</b>	22 Fraser	69%	53 Fraser	63%
	8 Vancouver	25%	25 Vancouver	30%
	2 Surrey	6%	2 Surrey	2%
			1 Richmond	~1%
			3 non-CLBC	4%

Chart: Kudoer Demographics

#### **How about the average engagement with CLBC?**

For the 72 individuals matched to CLBC systems between October 2016 and April 2018, the majority (55%) are assessed at GSA level 3, meaning, "The person manages independently in some activities related to this area, and needs regular guidance to manage most parts of this area of life."<sup>1</sup> A further 23% are at Level 2, and 16% are at Level 4 or 5. In terms of eligibility status, 72% qualify with a developmental disability and 28% as part of the Personalized Supports Initiative (PSI). PSI provides supports to adults with either a diagnosis of Fetal Alcohol Spectrum Disorder (FASD) or Autism Spectrum Disorder (ASD). Finally, of the 40% of CLBC participants with a Request for Service Priority Tool on file, 19% were scored at medium and 19% at low.

GSA Level:	Evaluation Cohort (Jan 2017 - April 2018)		All Participants (Oct 2016 - April 2018)	
No GSA in PARIS	5	10%	8	7%
Level 2	4	19%	17	23%
Level 3	13	51%	35	55%
Level 4	5	16%	10	13%
Level 5	1	4%	2	3%
<b>Total number</b>	28	100%	72	100%

Chart: Service Levels of CLBC Kudoer

Type:	Evaluation Cohort (Jan 2017 - April 2018)		All Participants (Oct 2016 - April 2018)	
DD	22	71%	57	72%
PSI	6	29%	15	28%
<b>Total number</b>	28	100%	72	100%

Chart: Eligibility of CLBC Kudoers

<sup>1</sup> Retrieved from the CLBC website > <https://www.communitylivingbc.ca/wp-content/uploads/Information-for-Families-Getting-CLBC-Services.pdf>

## Usage

### What do we know about who uses the platform after sign-up?

The majority (76%) of individuals who signed-up to the platform between October 2016 and April 2018 attended three or more experiences. This includes the initial spotlight tour where a Kudoer creates their profile and learns how to use the online platform to book experiences, and can also include 1:1 coaching sessions and Reflection Cafe. Nearly 60% go on more than five experiences, of which 44% go on to do more than 10 experiences. Only 4% of Kudoers complete more than 20 experiences, with the most active Kudoer going on 104 experiences between January 1, 2017 and April 1, 2018. So, what distinguishes Kudoers who go on 10-104 experiences? Within the Evaluation Cohort, the most engaged Kudoers skew younger and male. The average age of the most engaged Kudoers is 23, and 80% are male.

Range:	Evaluation Cohort (Jan 2017 - April 2018)		Total Participants (Oct 2016 - April 2018)	
0-1 experiences	2	6%	13	15%
2-4 experiences	7	22%	22	26%
5-10 experiences	12	38%	27	32%
11-19 experiences	10	31%	19	23%
20+ experiences	1	3%	3	4%
<b>Total number</b>	<b>32</b>	<b>100%</b>	<b>84</b>	<b>100%</b>

Chart: Kudoz experiences attended

Going on experiences is not the only way to engage with the Kudoz platform. Kudoers can send and receive messages, request experiences, cancel them, and exchange feedback after going on experiences. Interestingly, Kudoers request nearly two times as many experiences as they average attending. In the Evaluation Cohort, the average number of experience requests was 14, while the average number of experiences attended was 8. This suggests Kudoers have an appetite to do more experiences, but Host responsiveness, scheduling, and cancellations may be getting in the way.

Attending experiences is designed to be a vehicle for reciprocal learning. Giving and receiving feedback is one proxy for reciprocal learning. About half of Kudoers are engaged in these back-and-forth communications. Of the total participants since October 2016, 58% have received at least two pieces of feedback and 55% have given at least two pieces of feedback. Within the Evaluation Cohort, the numbers are similar: 69% have received at least two pieces of feedback and 53% have given at least two pieces of feedback.

	Evaluation Cohort (Jan 2017 - April 2018)		Total Participants (Oct 2016 - April 2018)	
	volume	% of cohort	volume	% of cohort
Messages received by Kudoers	471	100%	1,300	96%
Experiences requested	452	100%	1,200	95%
Experiences attended (incl. Spotlight tour & Coaching)	258	100%	649	89%
Experiences cancelled	62	66%	137	52%
Feedback given to Kudoers	130	72%	372	66%
Feedback received by Kudoers	109	84%	315	73%

Chart: Volume and range of use of Kudoz Platform

Understanding ghost towns
Writing & recording a short song
Building a birdhouse levels 1-3
Dine in Germany
What's your anime?
Get hooked on crochet
Landscape photography
Kickboxing
Cupcakes to the rescue
How to ride transit

Chart: 10 popular experiences from January 2017-April 2018

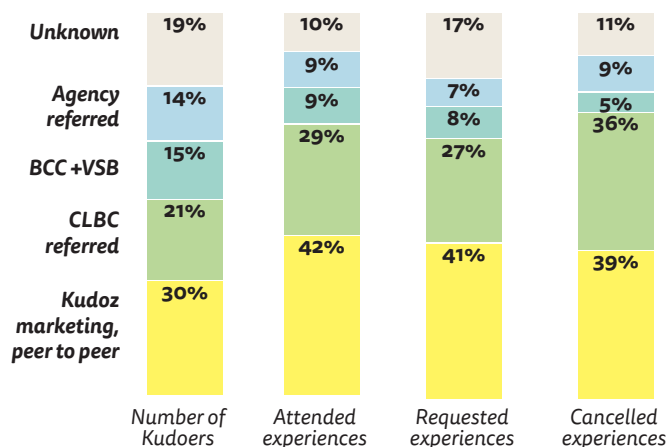
### How does usage vary by recruitment stream?

Kudoz recruits Kudoers via formal and informal channels. We work with CLBC facilitators to connect adults and families to Kudoz. We advertise within our three agency partners. We run pop-up events at schools, transition fairs, farmers markets, and libraries. We use social media and encourage Kudoers to recommend folks in their network. Of the 84 total participants since October 2016, we have logged where 68 of them (80%) first heard about Kudoz. Of these, 38% came through our pop-up events, social media, friend referrals and website sign-up; 26% through CLBC facilitators; 19% through links with Community Connectors and special programs (Vancouver School Board); and 18% through the three partner agencies.

This breakdown is consistent with the percentage of experiences attended by recruitment stream, meaning the usage data does not suggest that Kudoers are more likely to go on experiences if they come through one stream versus another. The numbers would suggest Kudoers are less likely to cancel experiences if they come from Community Connectors and special programs. This corresponds with qualitative evidence pointing to a positive influence of Community Connectors. Stories of change are more likely to be reported by engaged Circle members, including Community Connectors and active staff. Indeed, we see an additive effect of aligned interventions like Building Caring Communities, where Kudoers benefit from more people in their life who can reinforce and leverage Kudoz experiences.

Total Participants (activity from Jan 2017 - April 2018)										
	Kudoz marketing, peer to peer		CLBC referred		BCC + VSB		Agency referred		Unknown	
Number of Kudoers	25	30%	18	21%	13	15%	12	14%	16	19%
Attended experiences	280	42%	191	29%	63	9%	58	9%	69	10%
Requested experiences	489	41%	321	27%	98	8%	90	7%	202	17%
Cancelled experiences	53	39%	49	36%	7	5%	13	9%	15	11%

Chart: Usage from Jan 2017 to April 2018 by recruitment stream



## Change

### ***So what? Does usage of the platform translate into change?***

Digging into the stories of change database, app data, and profile updates suggests that greater use corresponds with greater reported impact. At least 90% of the significant change stories come from Kudoers who have completed at least 3 experiences (which can include 1:1 coaching and Reflection Cafe). Similarly, interest tags are changed by Kudoers with more frequent

usage. Kudoers with at least 3 experiences under their belt from January 2017 to April 2018 make up 78% of the total participants. This is a similar breakdown in the evaluation cohort. Interestingly, app data indicates that Kudoers in the evaluation cohort are more inclined than total participants to express desire for different experiences. We've found few other distinctions between the evaluation cohort and total participant pool, nor have we seen a notable pattern of impact by gender, age, or CLBC level of service.

	Evaluation Cohort (activity Jan 2017 - April 2018)		Total Participants (activity Jan 2017 - April 2018)	
<b>Total number</b>	32		84	
Kudoers with medium to high usage (3+ experiences)	23	72%	67	78%
Unique Kudoers with interest tags changed	28		67	
Average number of interest tags changed (per Kudoer)	35 instances of change 1.25		90 instances of change 1.34	
Desire for different experiences	67% of app check out events		38% of app check out events	
Unique Kudoers with significant change stories	18	56%	47	56%
Stories on average	38 stories 2.1 stories on average		116 stories 2.5 stories on average	

**Chart: Indicators of Kudoer change**



Numbers give us a sense of the range of impact across the sample, but not the type of impact. For that, we must analyze the content of the reported change stories and coaching notes. When we code the 116 change stories collected from our total participants according to the Kudoz theory of change, we see four dominant determinants: (1) improved soft skills, (2) widened

& deepened interests, (3) greater sense of control & competence, and (4) more active engagement & self-direction. These determinants are linked to each of the four Kudoer outcomes: independence, employment, mental health, and lifelong learning. Here's a flavour of the stories within each outcome bucket, and a graph of the distribution.

#### Total Participants

(activity from Jan 2017 - April 2018)

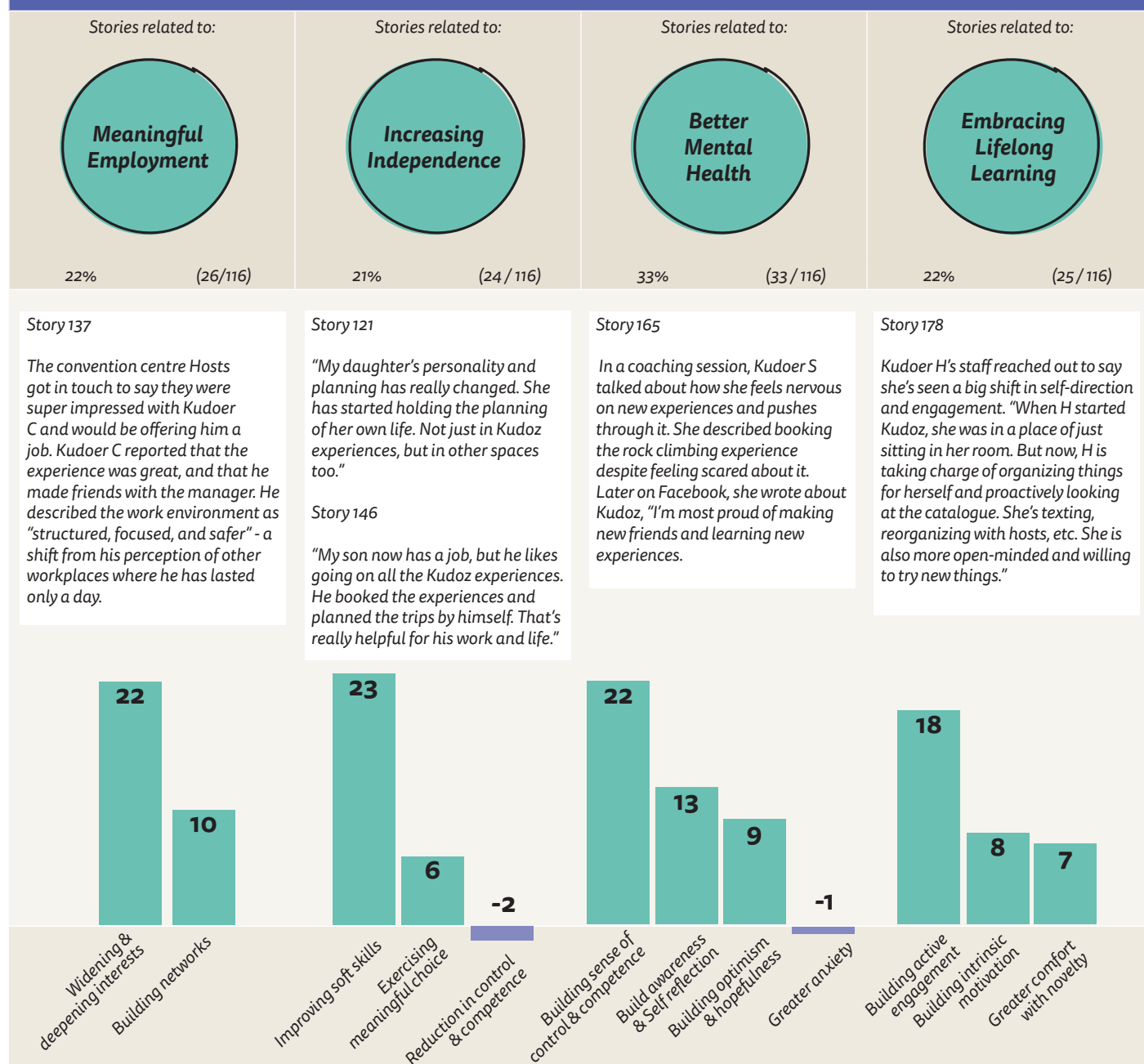


Chart: Count of top Determinants for Outcomes

We can also code change stories according to the quality of life domains advanced by Community Living British Columbia. Personal development is the leading theme, followed by self determination, emotional well-being and interpersonal relationships. As defined by Robert Schalock, personal development encompasses growing

cognitive, social, and practical competence; self-determination involves greater autonomy, personal control, choices, and goals; emotional well-being centers on improved self-concept and positive emotions; and interpersonal relationships involves enhanced supports and greater social networks & contacts.

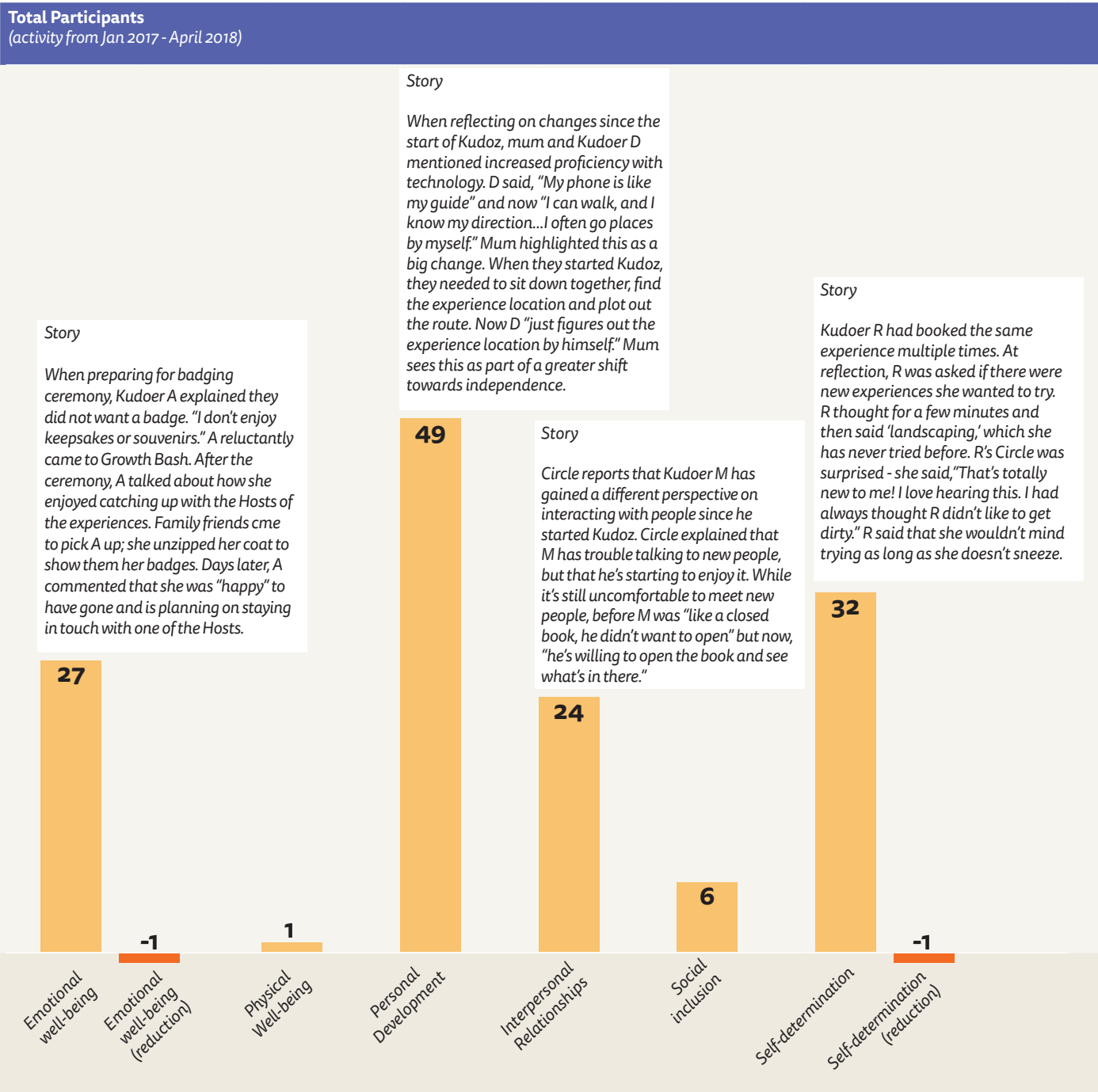


Chart: Count of Top Determinants for Quality of Life

## Hosts

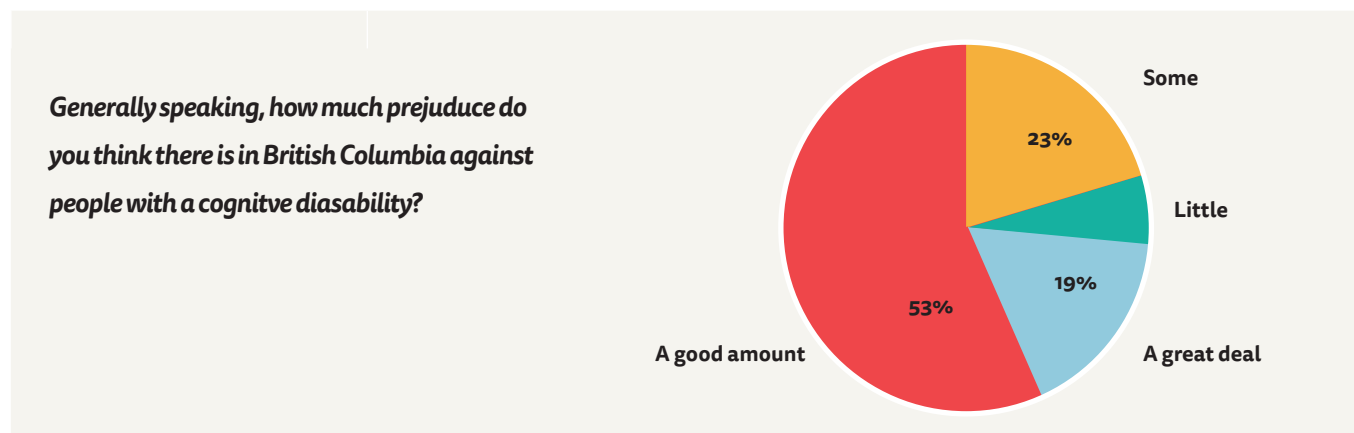
Kudoers are not the only user group within Kudoz. Community members are a critical constituency, offering their time and their passions on the Kudoz catalogue as Hosts. Both the quantity and quality of the opportunities offered on the platform bear a direct relationship to the volume and diversity of community members we can attract and retain. Since Kudoz began, there have been 460 host accounts with an experience listing. Over the period of January 2017 to April 2018, 104 of these hosts actually ran their experience, over 70% of them at least two times (this includes Kudoz team members offering experiences). Were we to monetize host value at \$27/hour (the average volunteer wage<sup>1</sup>), we could say we're unlocking in the ballpark of \$35-40K a year in pro-bono community investment.

Cumulative number of host accounts with listings	460
Number of hosts who have hosted from January 1, 2017- April 1, 2018	104
Gender of active hosts	68 female 27 male 9 not recorded
Relationship to disability sector	63 first time exposure = 60% 41 prior experience = 40%

Chart: Demographics of Hosts

More than catalyzing resources, Kudoz is opening minds and hearts. For 60% of active Hosts, Kudoz marked their first close interactions with adults with developmental disabilities. 25 Hosts filled out a survey at the start of their journey with Kudoz to share their perceptions of people with developmental disabilities. 73% said there was a good amount or great deal of prejudice against people with a developmental disability, and 60% admitted feeling some discomfort and awkwardness around people with developmental disabilities. And yet, the top two reasons expressed for hosting were to make meaningful connections and to make a difference.

While we have yet to run a follow-up survey, we do collect significant change stories from Hosts. 125 of the 355 stories of impact collected since Kudoz started speak to stigma, and lessening the impact of perceived difference. Below are two stories from the database, reflective of these changes and suggestive of the knock-on effects in our communities. Both hosts featured below are not only shifting their own belief sets, but bringing their own personal networks & job sites along for the learning. This corresponds with the latest research on stigma and how to break down barriers through shared experience. Hosts consistently report Kudoz is a helpful and non-committal

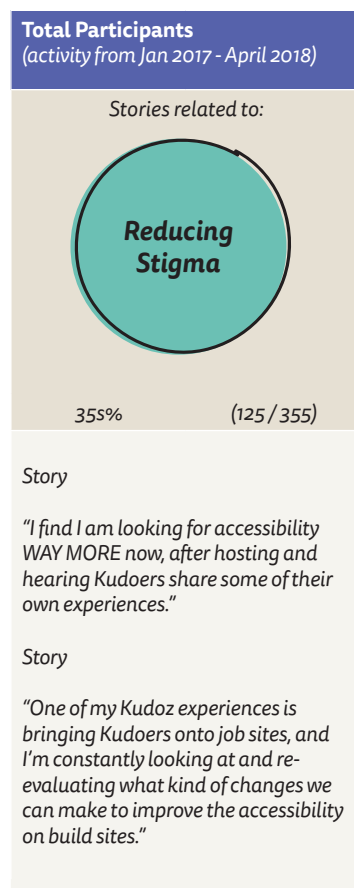


Graph: Host perceptions of bias & stigma at the start of their Kudoz journey

<sup>1</sup> The Conference Board of Canada. (2018). "The Value of Volunteering in Canada." [https://volunteer.ca/vdemo/Campaigns\\_DOCS/Value%20of%20Volunteering%20in%20Canada%20Conf%20Board%20Final%20Report%20EN.pdf](https://volunteer.ca/vdemo/Campaigns_DOCS/Value%20of%20Volunteering%20in%20Canada%20Conf%20Board%20Final%20Report%20EN.pdf)

starting point for exploring inclusion at work and in their neighbourhood.

Since shared experience is a necessary condition for change, increasing the number of those experiences is an area of growth. Despite clear Host impact, Kudoz could be garnering deeper, more consistent engagement. Less than 25% of hosts with open listings actually hosted their experience. And Kudoers requested over twice as many experiences as they attended. These are numbers to improve.



**Chart: Numbers and examples of stories related to the outcome Reducing Stigma**



## 7.2 The Evaluation Cohort

We can go deeper to explore what really influences impact, and what stands in the way. Not all Kudoers see impact - so, why not? To do that, we must look beneath the statistical trends and the short stories of change, and actually spend time with Kudoers and their circles of support before and after their engagement in Kudoz. Starting in January 2017, we assigned every second incoming Kudoer to the evaluation cohort until we reached 32. These Kudoers were asked to complete a baseline interview, which we called Hot Chocolate Chat (HCC). HCC was designed not simply as an evaluative activity, but as the start of the coaching relationship. This interaction provided such valuable insights that it was rolled out as onboarding for any new Kudoer, regardless of their assignment in the evaluation cohort. During the one to two-hour HCC, a Kudoz team member, the Kudoer, and their circle of support delve into their individual and shared values, desired outcomes, and expectations.

6 to 12 months later, we planned to return to Kudoers in the evaluation cohort for a second Hot Chocolate Chat (HCC-2) to revisit their values, actual outcomes, future hopes, and frustrations. Of the pool of 32 Kudoers, 19 (59%) were able to complete HCC-2 between January 17 and July 10, 2018. Of these 19 individuals, 14 Kudoers have used the platform to attend a minimum of 3 Reflection Cafes and/or experiences, including at least 2 experiences. While the remaining 5 individuals were unable to attend more than 2 experiences or Reflection Cafes, they provided useful information about barriers to engagement. The goal was to gather actionable data, with which to ultimately further develop the Kudoz theory of change and the Kudoer experience.

As of July 2018, the 32 Kudoers in the evaluation cohort had been enrolled in Kudoz for anywhere from 9 to 18 months, and were spread amongst four account statuses. Closed status is when a Kudoer is no longer using Kudoz, and does not wish for future engagement or can no longer be reached. On Hold status is when a Kudoer expresses interest in future engagement, but faces health or practical barriers to their current participation. Alumni status is for Kudoers who have 'graduated' and have enough confidence and competence to intermittently use the platform on their own, without coaching. Active status is for Kudoers who are continuing to use the platform to gain skills and competencies. Because Kudoz is a platform and not a program, there are no strict time cutoffs. While the Kudoz team recommends a minimum six-month engagement, there is no fixed structure or required schedule. Users decide their pacing and their account status during regular check-ins with their learning coach.

Evaluation Cohort (Jan 2017 - April 2018)								
	Closed account		On hold account		Alumni account		Active account	
Evaluation Cohort with Baseline (32)	9	28%	7	22%	8	25%	8	25%
Evaluation Cohort with Baseline & Follow-up (19)	5	26%	4	21%	8	42%	2	11%

Chart: Evaluation cohort by account status, July 2018

Of the 13 Kudoers who did not participate in the follow-up HCC-2:

- 4 never got going with Kudoz after their HCC-1.
- 4 turned down the opportunity to participate
- 3 could not be reached or confirmed for an interview time
- 2 were experiencing a known health challenge preventing engagement

HCC-2 unfolded as a semi-structured interview, and took place in the Kudoer's home or a public place, depending on their preference. When possible, interviews were conducted with both the Kudoer and the Circle member primarily involved in supporting them through Kudoz. Discussion was supported by a number of hard-copy tools and Kudoers were asked to complete a time use journal,

similar to that used in Hot Chocolate Chat #1, after the interview. We have excluded time journal analysis from this report, as follow through was inconsistent and journals were not granular enough to extract insights.

Taken together, HCC-2 delved into a series of themes including:

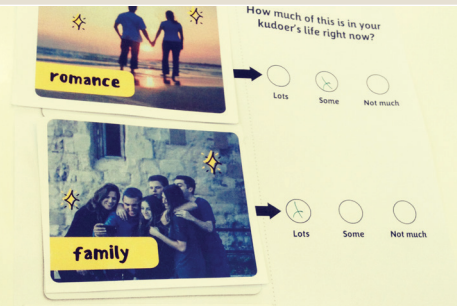
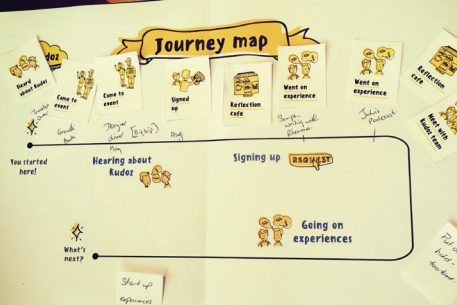
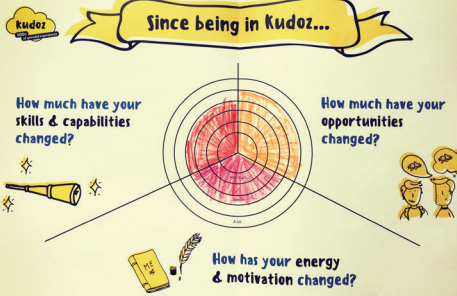
Evaluation Cohort (Jan 2017 - April 2018)	
Conversation topic	Measurement tool
<p><b>Values:</b> Using a deck of picture cards, Kudoers and caregivers were asked what comprises a good life for themselves and their Kudoer? What's most important? How has Kudoz supported these values?</p>	
<p><b>The Kudoer's journey:</b> Where did they hear about Kudoz? What were their expectations coming in? In what experiences, Reflection Cafes, and other activities did they participate? What activities did they most, least enjoy and why?</p>	
<p><b>Impacts of Kudoz, and Mechanisms of Change:</b> In what ways have the Kudoer's opportunities, motivation, and/or capabilities shifted as a result of Kudoz? Has their involvement changed the way their family perceives them? What do they see as behind the changes? What's causing impact?</p> <p>To measure impact, users were asked to identify whether they believed their capabilities, motivation, and opportunities had shifted as a result of Kudoz on a scale of 0-6. They were also asked to identify whether specific skills and motivational characteristics had developed.</p>	
<p><b>Hopes for the future:</b> What are the Kudoer's hopes for their future? How could Kudoz help?</p>	

Chart: Hot Chocolate Chat Protocol and Materials

## Hosts

To kick off HCC-2, we asked Kudoers and their Circle members to tell us what Kudoz was, and how it worked. Two concepts surfaced most often in users' descriptions of Kudoz: a way to learn and try new things, and an opportunity to build networks. While some users focused their comments on the ability to learn new things – in other words, the ability to acquire and retain a new skill or interest – others focused mainly on the ability to experience something new, whether or not that resulted

in any lasting skill acquisition for that person. Many users were drawn to Kudoz as an opportunity to make social connections, whether with Hosts or other Kudoers. Other users focused on the flexibility and breadth of Kudoz, seeing it as a way to try a wide variety of activities at one's own pace, relating to one's interests, and within a safe space within which to explore. They highlighted how experiences could act as a gateway to new places and people in their communities, allowing them to gain work experience or to build a personal sense of purpose.

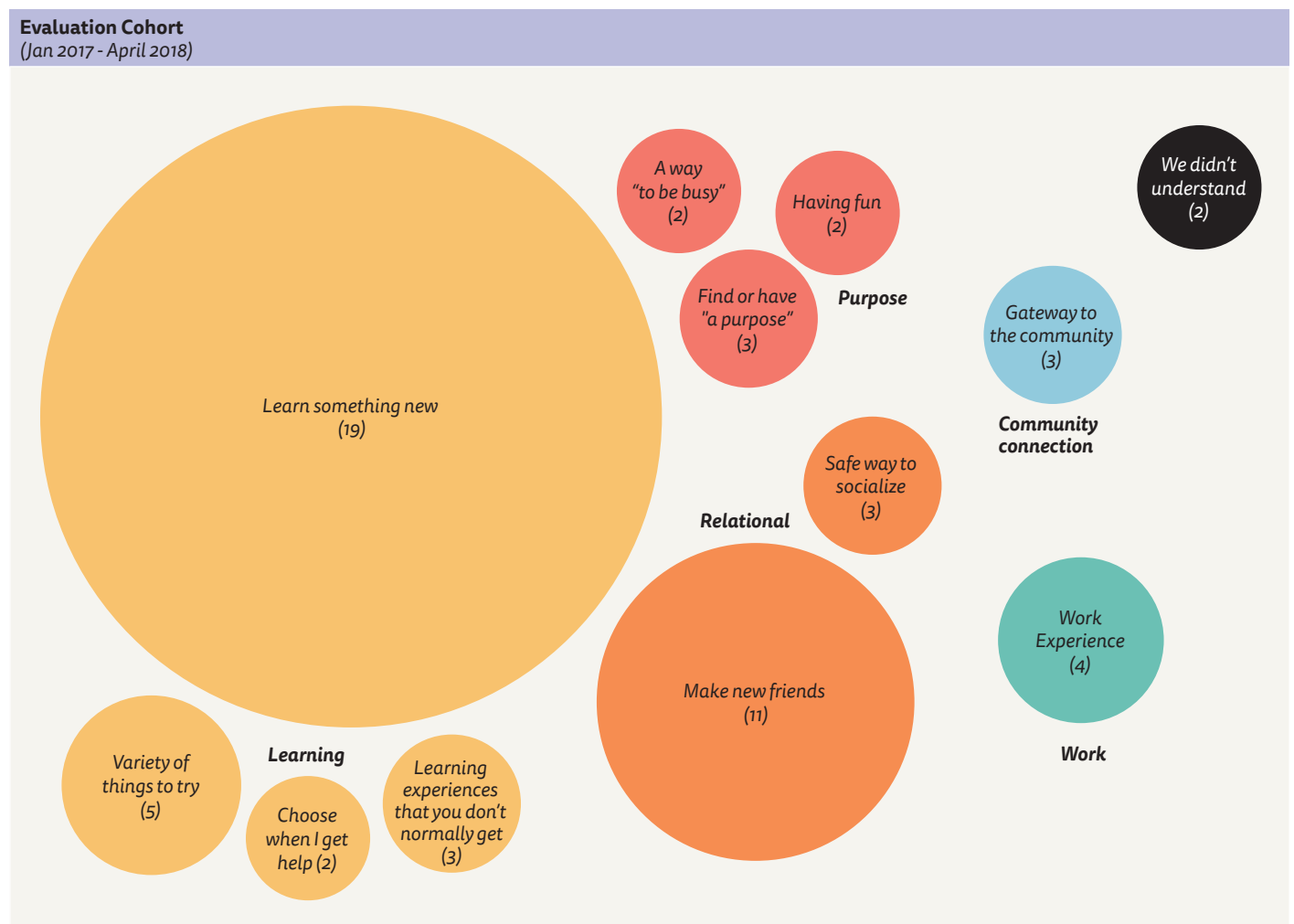


Chart: Describing Kudoz in number of mentions

## Who is seeing impact?

A clear, dose-dependent link between usage of Kudoz and outcomes emerged in this evaluation. Not surprisingly, those Kudoers who are able to participate in Kudoz activities reported receiving more benefits. Kudoers who would be considered mid-level or highly engaged users of Kudoz had all attended multiple experiences; many of those considered highly engaged also regularly attended Reflection Cafe.

<b>Low-engagement</b>	Individuals who have largely been unable to access Kudoz, and participated in two or fewer experiences.
<b>Mid-engagement</b>	Individuals who completed 2 or more experiences and regularly attended Reflection Cafe, or completed 3-4 experiences without Reflection Cafe.
<b>High engagement</b>	Individuals who have completed 3 or more experiences and regularly attended Reflection Cafe, or completed 5 or more experiences without Reflection Cafe.

Chart: Three levels of Kudoer engagement

Of the 19 Kudoers, 14 reported that Kudoz had a medium to large effect on their motivation, opportunities, and capability. We can re-group these Kudoers according to their common context and characteristics. These groupings are called segments, and can be used to better define offers and interactions.

Kudoer segment	Characterized by:
<b>The opportunity seekers</b> are Kudoers who reported shifts in all three sources of behaviour: capability, motivation, and opportunity.	<ul style="list-style-type: none"> <li>High Circle engagement</li> <li>Family and independence as top values</li> <li>Disappointed by lack of variety &amp; flexibility of other services</li> </ul>
<b>The get up and go'ers</b> are Kudoers who reported shifts in at least one source of behaviour - mainly, motivation and in some cases, opportunity.	<ul style="list-style-type: none"> <li>High Circle engagement</li> <li>Purpose &amp; inclusion are top values</li> <li>Strong initiative takers</li> </ul>
<b>The busy bees</b> are Kudoers who have yet to reap the benefits of Kudoz and yet still profess its value as a shaper of aspirations and future orientation.	<ul style="list-style-type: none"> <li>Some Circle engagement</li> <li>Highly scheduled and time poor</li> <li>Health &amp; safety among values</li> </ul>

Chart: Three segments of impact

The Opportunity Seekers reported the greatest change in their opportunities, followed by capabilities and motivation respectively. Interestingly, little significant difference existed between the change in motivation recorded by the most and least engaged Kudoers, suggesting that changes in levels of motivation may be harder to discern, communicate, or materialize.

*"I'm not sure if attitude, mood, or drive has changed. My [Kudoer's] moods have always been good - but I do see more confidence and interest. Like in history and yoga."*

Please note, the data below is based on 18 Kudoers, because the timing of the 19th interview did not allow for full inclusion in the analysis. Opportunity, capability, and motivation data is based on a scale of 0-6, with 6 being maximum change.

	Capability	Opportunity	Motivation
high engagement (n=8)	3.67	4.67	2.67
mid engagement (n=5)	4	5	3.33
low engagement (n=5)	2.2	2.8	2.8
<b>engaged</b> (mid+high engagement, n=13)	<b>3.78</b>	<b>4.78</b>	<b>2.89</b>
<b>disengaged</b> (low engagement, n=5)	<b>2.2</b>	<b>2.8</b>	<b>2.8</b>
<b>Evaluation Cohort</b> (n=18)	<b>3.21</b>	<b>4.07</b>	<b>2.86</b>

Chart: Average reported C-O-M scores across follow-up interviews

A number of factors were correlated with high impact. Kudoers most likely to experience impact through Kudoz were characterized as:



	low engagement		mid engagement		high engagement	
high Circle involvement	1	6%	1	6%	8	44%
low Circle involvement	4	22%	4	22%	0	0%

Chart: Level of Circle activity vs engagement (# users, %)

	Capability	Opportunity	Motivation
high Circle involvement	3.78	4.33	3.11
low Circle involvement	2.20	3.60	2.40

Chart: Average reported C-O-M scores by Circle involvement

- **Having a strong support system:** The overwhelming majority of Kudoers who experienced impact have actively engaged support systems, often in the form of a parent or committed staff worker. These Circle members champion the Kudoer's involvement in Kudoz by regularly encouraging Kudoers to request and book experiences, offering suggestions to challenge the Kudoer, assisting Kudoers with transport to activities, and helping mitigate the effects of stressful events like a cancellation. Sometimes, Kudoz Learning Coaches can help fill the role of Circle, but this remains less effective than the assistance of another Circle member in the long-term.
- **Able to get to experiences:** Qualitative data indicated that whether independently through public transportation or with a reliable caregiver who drives, the degree to which Kudoers can make it to Kudoz activities is strongly tied to the degree of impact reported. Kudoers who live at a distance from public transit or from downtown Vancouver where the majority of experiences are currently located, or who experience physical limitations to accessing Kudoz were also less likely to experience impact. Interestingly, individuals who accessed experiences with help from Circle were more likely

	low engagement		mid engagement		high engagement	
use transit independently	2	11%	3	17%	4	22%
use transit with help from Circle	3	17%	2	11%	4	22%

Chart: Level of transit use vs engagement (# users, %)

	Capability	Opportunity	Motivation
use transit independently	2.50	3.83	2.67
use transit with help from Circle	3.75	4.25	3.00

Chart: Average reported C-O-M scores by transit use

- to report impact, suggesting that an actively engaged Circle may mediate the relationship between means of transit and reported impact with Kudoz.
- **Poorly served by existing services:** Kudoers who are not well-served by current program offerings, such as Special Olympics, day programs, or Douglas College courses, appear to be drawn to Kudoz. These Kudoers and their Circles reported looking for a space where the Kudoer can be challenged and supported, and are attracted to the variety of different activities and logistical flexibility available through Kudoz.
  - **Comfortable with technology:** As many of Kudoz's activities are displayed and arranged online, those Kudoers who are able to access the information presented in the Kudoz Catalogue (i.e., use a computer and/or mobile phone, read written text) were also most able to experience impact. In instances where a Kudoer was not technologically savvy, Circle had to actively assist the Kudoer to engage in activities.
  - **Not experiencing acute physical or mental health challenges:** When Kudoers experienced very serious or

acute physical or mental health challenges (e.g seizures, clinical depression) they most often reported having to step back from Kudoz activities and did not experience impact. Some Kudoers were able to re-engage after a time away and subsequently reap the benefits of Kudoz, particularly with the support of a motivated Circle.

- Motivated to overcome challenges:** Those who were able to make the most of Kudoz expressed a level of existing intrinsic motivation that aligned with Kudoz’s activities, and/or made a determined commitment to participate in Kudoz. Common forms of intrinsic motivation included enjoying meeting new people, and being passionate about a hobby that they could explore through Kudoz. In turn, this allowed Kudoers and their Circle to persevere when faced with disappointing or frustrating situations like a cancellation or miscommunication.

*“We were both motivated from the beginning to give it a try. We made a commitment to do the Kudoz thing.”*

Interestingly, factors that did not strongly relate with reported impact include:

- Level of independence:** No strong relationship existed between a Kudoer’s level of independence (i.e., ability to travel alone, personal use of technology, etc.) and their reported impact. A stronger indicator of impact was the level of involvement of a Kudoer’s Circle.
- Engagement in other activities:** Engaged Kudoers reported varying levels of engagement in activities other than Kudoz. While some were able to find time to participate with Kudoz within a busy schedule, others perceived there to be insufficient time to participate, despite very few external commitments.

## What impact do Kudoers see?

Of the 18 Kudoers with baseline and follow-up data at the time of analysis, 15 report a discernible shift in at least one of the sources of behaviour: opportunity, capability, or motivation. That means, even Kudoers who did not regularly use the platform, indicate there has been some value-add. We might call this the potential effect. For the low-utilizers, the potential of Kudoz to shift future outcomes offers a motivational boost. Looking through the online catalogue to find experiences to request, even without attending them, seems to confer some marginal benefit: it can widen perceived opportunity and strengthen the capability of expressing your needs/wants.

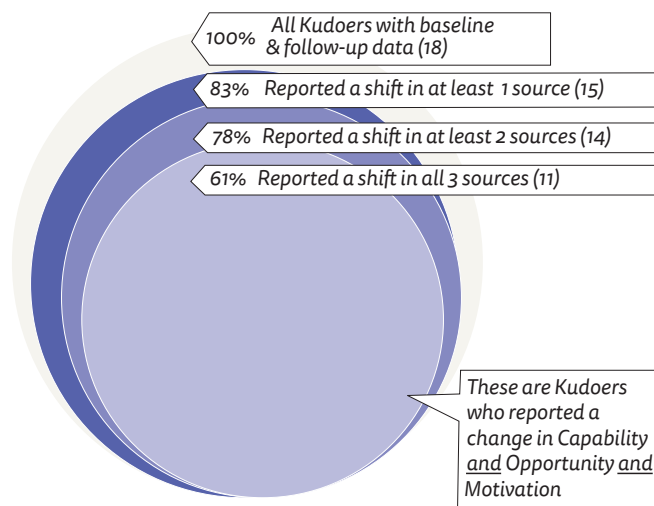
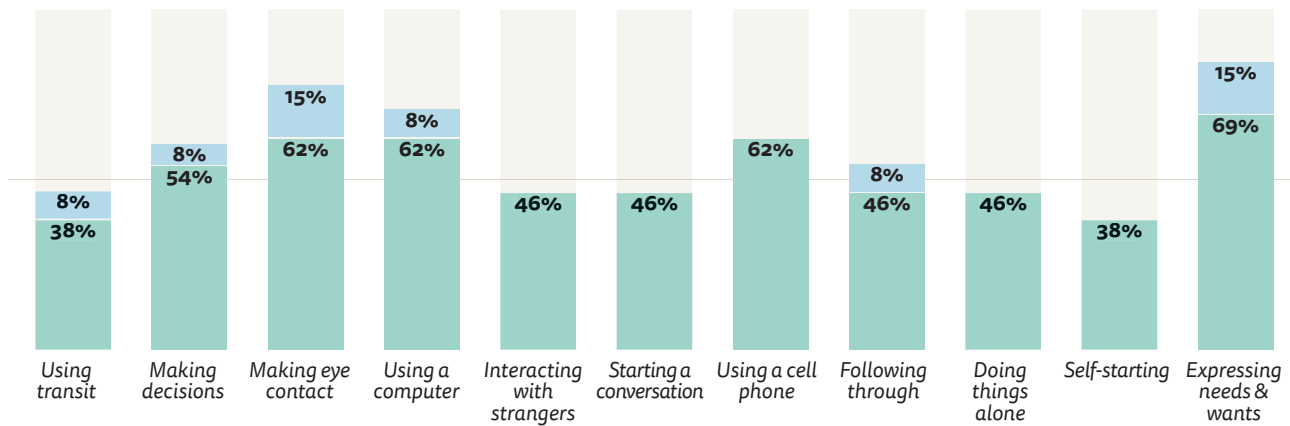


Chart: Number of Kudoers reporting behavioural shifts

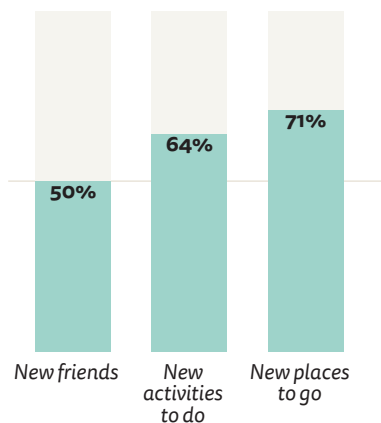
	Number of Kudoers & Circle who report change	
Shift in Capability	14	78%
Shift in Opportunity	13	72%
Shift in Motivation	12	67%

Chart: Kudoer shifts by behavioural source

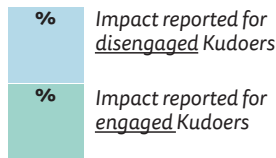
### What do the 13 Kudoers who report a shift in capability say they improved or maintained?



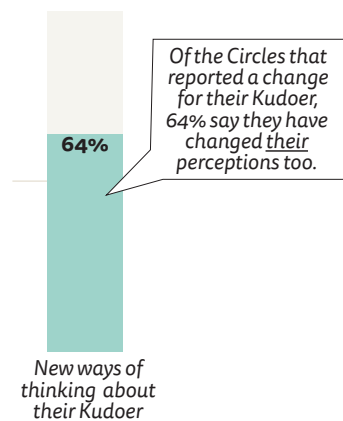
### What do the 11 Kudoers who report a shift in opportunity say they increased?



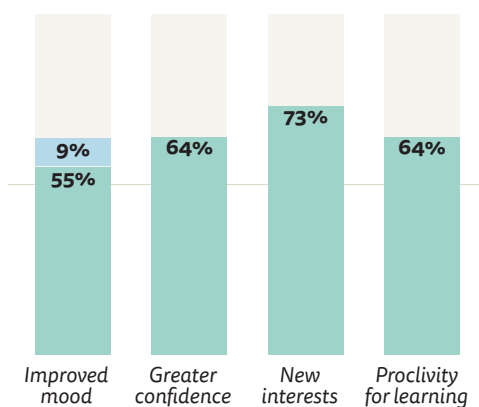
#### Legend:



### Shaping family perceptions



### What do the 11 Kudoers who report a shift in motivation say they improved?



We can drill down to explore what kinds of shifts in capabilities, opportunities, and motivations Kudoers and their Circle report. For example, for the 72% of Kudoers who report a shift in capability, 85% report they've strengthened their ability to express needs and wants. Kudoers reporting this shift fall into both the low engagement and high engagement groups, meaning that a percentage of Kudoers not actively utilizing the platform report a shift in this skill. For some Kudoers, this means gaining the ability to express needs and wants. For others, they report already having this skill, and using Kudoz to practice and keep that skill strong.

When we look beneath the numbers and analyze follow-up interview data for reoccurring themes of impact, eight rise to the surface — the ways in which Kudoz helps (1) strengthen social skills, (2) build resiliency skills, (3) maintain skills & sustain joy, (4) allow for initiative taking, (5) forge greater independence, (6) enhance sense of self, (7) re-shape family perceptions, and (8) offer the means to go to new places.

### **Strengthening in situ social skills**

One of the changes most often reported by Kudoers and their families relates to improved social skills. The format of Kudoz requires Kudoers to engage regularly with new people, creating frequent exposure to real life social situations. According to caregivers, Kudoz is a unique opportunity to acquire this practice because of the volume of opportunities to meet people: “As a family, we can’t give the same thing.”

Kudoers reported feeling “not as hesitant with meeting strangers,” “less shy, more comfortable speaking out with new people,” and generally “more socially at ease”. In turn, Kudoers’ increased comfort with social situations had positive spillover effects. For example, one Kudoer expressed that reduced anxiety about meeting new people allowed him, in turn, to make more eye contact when speaking. Others expressed that they were more comfortable speaking on the phone, or felt increasingly confident that they could ask for help from a stranger.

### **Taking change in stride**

Using Kudoz inevitably involves unanticipated situations, such as a rescheduled experience or difficulty rendezvous-ing with a Host. These contexts require Kudoers to draw upon communication and technological skills, and enlist assistance from a caregiver, Host, or Kudoz team member to make a new plan.

A number of Kudoers reported that their experience in Kudoz helped them develop stronger capacity to adapt to changing situations. For some, this looked like the ability to slide into problem-solving mode. One Kudoer described how he responded when an experience was “mixed up”: “I felt like I needed to do something,” so he drew upon his “detective, investigative side” to help him find a way home after getting lost after an experience. Another Kudoer described how they improvised under pressure when they hosted an experience for which they were not prepared: “I was able to host even though I had no materials. It was tough but I did it without panicking... It wasn’t as hard as I thought.”

Similarly, increased exposure to changing situations helped other Kudoers practice emotional regulation when their expectations were dashed. One Kudoer described how he used to have “tantrums” when something changed; according to his mum, he’s practiced using text messaging to reschedule and no longer reacts as strongly to unanticipated shifts in plans. Similarly, another Kudoer shared how his experience in Kudoz has helped him develop perspective. When hosts change plans on him, he’s able to rationalize their behaviour by reflecting upon his own choices: “I look at it like, ‘I’ve done it, too.’”

### **Maintaining skills & sustaining joy**

Though many Kudoers reported changes in their skill sets, caregivers were also keen to share the ways in which Kudoz is helping *maintain* an existing skill or motivation level - not just to change it. According to Kudoers and their families, creating the means by which to keep a skill sharp or to sustain interest are also very valuable outcomes.



Participants communicated that Kudoz was helping them practice things like using transit, interacting socially with new people, practicing casual conversation, using technology, engaging fine motor skills, and maintaining physical mobility by being active. In instances where Kudoers were partaking in activities that were already familiar to them, caregivers articulated value in “finding different ways to experience it,” such as doing yoga in a different physical environment or with a different teacher.

Additionally, Kudoers and their Circle often spoke in terms of emotional well-being as separate from the development of skills or independence. Participants articulated that Kudoers had “gotten more enjoyment” from Kudoz; “Every time he came back he says he’s happy, he had fun.” They articulated that the variety and type of activities available through Kudoz “adds the flavour to life” and “create a whole person” who has a variety of activities going on in their life. In this way, Kudoz helped keep affect up and ensure life did not become “monotonous and repetitive.”

### **Taking initiative**

A number of Kudoers and their families reported that their involvement in Kudoz impacted Kudoers’ capacity for self-advocacy. Kudoers were more vocal about their needs and wants; as one parent explained, “She’ll say, ‘I want to do this...’, ‘I’m interested in this...’” They noticed an increase in Kudoers’ abilities to make decisions about the activities they’d like to do, their comfort initiating requests, setting goals, and communicating interests to caregivers.

For some Kudoers, this increased sense of drive manifests in pushing back against resistance to their ideas. For example, one parent shared an interaction with their son, saying, “Sometimes we have different

ideas [about which experiences to do], and I would like him to try other things but he says, ‘No, I will go...’ When he booked the [experience] in Port Coquitlam, I said, ‘It’s too far,’ but he said, ‘I already checked the bus schedule.’” Indeed, some Kudoers began advocating for changes to Kudoz programming directly to the staff team, as well. One Kudoer, for example, had been in contact with the Kudoz team to “try and set something up [i.e., an experience]” around one of his interests. “I want to give you guys ideas,” he said.

As with other impacts, the effects of this change have extended beyond Kudoz-related activities. One father explained how his child has become more comfortable leading interactions with strangers, saying that previously, “Most times, I was involved in things.... He hadn’t really done things by himself.” However, through Kudoz, the Kudoer progressively became more comfortable coordinating his Kudoz activities, and now arranges and attends experiences with only basic support from his father. Dad has seen this change replicated in the Kudoer’s approach to recent meetings with an employment coach: Though dad attended the first meeting with the Kudoer and coach, the Kudoer is now comfortable scheduling and attending meetings alone, a change which dad attributes to practice through Kudoz.

### **Greater independence in the day-to-day**

In addition to transit, Kudoers learned important logistical skills that enable independence in day-to-day activities. On the technological front, Kudoers acquired skills using phones, computers, and tablets differently. Kudoers and their families reported changes such as learning to use an iPad (specifically purchased for Kudoz use), recording audio content with a phone, using Google Maps to navigate, using a different operating system (e.g., Android vs. Apple), maintaining two cell phones charged,

and using a phone to schedule and reschedule through text messaging.

Kudoers also reported improving their capacity to schedule commitments and think longer term. For example, one Kudoer reported that their involvement in Kudoz gave them a reason to practice using a calendar to manage their various experiences and Reflection Café dates. Another Kudoer commented how arranging Kudoz experiences has helped him practice important conversations with his family about timing: “He’ll ask, ‘Can I make it?’”

Kudoers and their families also commented how Kudoz has allowed both Kudoers and Circle members to practice taking risks. Unsurprisingly, taking risks is an uncomfortable concept for many Kudoers and their families. However, multiple participants articulated that Kudoz creates a unique context in which risk-taking feels acceptable. One parent described why she feels comfortable letting her child have greater freedom with Kudoz, saying, “As long as everyone’s vetted [i.e. hosts], that’s OK.”

### **Building sense of self through passions**

More than half of active Kudoers articulated that their involvement with Kudoz helped them feel more confident, capable, and/or had improved their mood or attitude. For many Kudoers, the platform has been a way to develop a stronger sense of self by trying new things and meeting new people. Indeed, multiple participants reflected how “you’re mostly meeting people who share [your] interests” through Kudoz, allowing them to explore new topics of interest to them.

A handful of Kudoers also articulated how Kudoz experiences helped support them in furthering existing

interests. For example, one individual recounted how a host “gave me great advice” and “gave me inspiration for my personal work” drawing and narrating animated stories. He commented how the interaction “helped me get back into my drawing” after a period away from it, and that he felt he could reach out to the host in future for further advice. Similarly, another Kudoer commented that she had made professional connections to support her songwriting endeavours; she said she felt more confident after the experience because it had helped her with her writer’s block. Others cited how they’d acquired new ideas from their experiences, or were able to expand upon their passions by enhancing relevant skills through topical experiences – such as building upon an interest in broadcasting through podcasting and script-writing.

### **Re-shaping family perceptions**

Kudoz has provided a platform through which to demonstrate different skills and capabilities; sometimes these skills come as a surprise to family members. As one caregiver articulated, seeing their Kudoer respond well to situations they feared would overwhelm her helped them realize, “We were limiting her.” Similarly, another parent articulated that she was surprised by her daughter’s response to Kudoz: “I’ve known she’s got the ability, but having the motivation to go out and do things – I was impressed by that; her willingness to put herself out there. I thought she’d be more shy.”

### **Reasons and means to explore new places**

Among those Kudoers who have participated in experiences and/or Reflection Cafes, all reported that they had accessed new places in the community. According to users, practice traveling to new places had positive effects on their sense of confidence and willingness to explore – not just for Kudoz activities. One Kudoer articulated how being outside had broadened his

view of the world: since starting in Kudoz, he's realized there's "more to do outside," like going for walks with his mum. Similarly, another Circle member explained that, "with me so busy, [the Kudoer's] at home a lot." However, since becoming involved in Kudoz, she's noticed a change in her child's willingness to get out of the house and explore activities of all types in the community unprompted by her.

Additionally, as Kudoers make their way to new places, they have built important logistical skills that increase their access to the community at large. Most Kudoers reported using new forms of transport, like the Skytrain system, a taxi or SeaBus, using transit alone for the first time, and/or extending their use into new areas. One Kudoer's experience was demonstrative: previous to Kudoz, he used the same two bus routes to travel to school and back. As a result of Kudoz, however, he learned how to use online tools to look up routes and their schedules, and has planned and executed solo trips as far as Port Coquitlam. Another Kudoer commented how his mum helped him practice using transit to get to Kudoz experiences. However, as he's become more and more familiar with the transit system, "I'm teaching her how to use transit now."

## Enablers & Barriers to Change

### **(+) Motivated Circle lends a helping hand**

Almost all Kudoers successfully using the platform were supported by a Circle member who was able to stoke Kudoers' enthusiasm and stimulate participation. As one Circle member explained, "We were both motivated from the beginning to give it a go. We made a commitment to do the Kudoz thing." In contrast, some caregivers found it hard to encourage their Kudoer's participation, particularly when faced with disinterest on the part of the Kudoer: "He [Kudoer] gets excited right away then loses interest. We have to push him and we get busy....I cannot sit down with him [to look through the catalogue]. We do so many things with him, we cannot do everything." Despite being initially "excited" about Kudoz and continuing to believe there's "so much you can learn," the parents felt they lost energy.

One of the critical ways engaged Circle members helped create impact is by encouraging Kudoers to book experiences – sometimes despite Kudoers' initial resistance. In the words of one caregiver: "If I introduce him to other stuff he's more willing to try things out." Another parent described how they "usually don't give him [Kudoer] the option" to try something new because "90% of the time he'll say no," despite the fact that he often goes on to enjoy the activity. Similarly, multiple caregivers explained how they made suggestions to Kudoers based on the activities Kudoers enjoyed in other contexts, enabling Kudoers to participate in experiences other than those they initially chose for themselves. In many instances, Circle members' hunches were correct: Kudoers reported that they had enjoyed participating in Kudoz or in a specific experience suggested by their Circle.

In some cases where Circle was disengaged, Learning

Coaches were able to provide the necessary support to get Kudoers out on experiences. For example, one Kudoer reported impact resulting almost exclusively as a result of his regular conversations with Learning Coaches over the phone. However, more often than not, lack of engagement from Circle members was a difficult barrier to overcome and was correlated with low levels of engagement and impact reported.

### **(+) Coaching as a critical part of Kudoz**

Many participants commented how coaches provided critical assistance to support caregivers in their role as Circle members. In the words of two participants, “Coaching is what makes it [Kudoz] successful,” in part because it “reminds me to do something with [the Kudoer].” In particular, caregivers articulated that coaches helped them build and maintain a routine of looking at and booking experiences in the catalogue with their Kudoer: “When I get the text [from a coach], I know it’s time to book!”

According to caregivers, coaches were also able to supplement the information available in listings with more detailed, insider knowledge: “After the phone call with the Learning Coach, she sent me 3 or 4 things I hadn’t seen in the catalogue when I looked” that met the Kudoer’s unique needs. However, it is important to note that while parents reported consistently positive feedback about interactions with a Learning Coach, automated messages (particularly repeated requests for feedback, cancellation notifications, and confusing rebooking email threads) were cited multiple times as a deterrent to engaging with the Kudoz platform.

For other Kudoers, impact was facilitated through direct interaction between a Learning Coach and the Kudoer. Participants appreciated how coaches supported

throughout the Kudoz journey, from “encouraging you with suggestions” to supporting reflection and follow-up activities after an experience. According to some parents, the impact of coaching on a Kudoer stemmed from the distinct dynamic that can exist between a Learning Coach and Kudoer. “He gets tired of hearing from me what to do,” articulated one parent, which was affirmed by the Kudoer: “My head explodes!” Engaging with a Learning Coach, however, felt more peer-oriented to the Kudoer: “I feel like we’re equal”.

Indeed, interactions with a coach – especially those in person – reportedly resulted in Kudoer re-engagement on a number of occasions. For example, one chronically disengaged Kudoer finally sent out experience requests “because they [coach and Kudoer] were together”. As coaches stimulate engagement in Kudoz activities – a necessary condition for change – they open the door to further impacts. Additionally, some Kudoers directly attributed their reported changes to their interactions with coaches. For example, one Kudoer highlighted how they’d made a new friend in the Learning Coach, while other Kudoers articulated how their regular phone conversations with a Learning Coach helped them become less anxious about interacting with strangers by phone, or improved their ability to give feedback.

### **(-) Getting to experiences is a bottleneck**

The inability to physically access Kudoz experiences was one of the most commonly reported barriers to impact. Users frequently cited geographical distance from experiences as a limitation, particularly for Kudoers living in areas like Pitt Meadows or Coquitlam. Overall distance, as well as proximity to public transportation stops was particularly restrictive to those Kudoers travelling to experiences on their own. Kudoers also reported that “sometimes getting to different events is a little challeng-

ing” because of the need to find various unknown addresses. Some Kudoers shared that they were unable to meet up with hosts at an experience and/or became lost or highly anxious as they tried to find their way around.

Many Kudoers also reported being driven to experiences by a parent or accompanied by a support worker; individuals with physical mobility were especially likely to be accompanied. A large portion of these families reported significant difficulty arranging experiences during times when a driver is available. For some, afternoon experiences were tricky as parents are at work and unable to drive, or because support workers wrap up their shifts at 3 p.m. For others, “availability during the evening is tough – she’s best during the day” (i.e., can concentrate best). Others still articulated that all experiences were “very inconvenient for us during the week” because of the need to drive long distances.

Often, distance, availability of support workers and/or parents, and host availability combined to noticeably reduce the experiences available to a Kudoer. For example, one individual required experiences that were relatively non-verbal in their focus, “low-key”, that could be completed with a support worker who was available only before 3 p.m. on weekdays, and for which the Kudoer could travel to and from Pitt Meadows in the available time. As the Kudoer’s caregiver articulated, “It’s hard to find things that meet her needs, hard to fit into her schedule.”

## Mechanisms of change

The big question is: what’s behind changes in capability, opportunity, and motivation? What reasoning and resources seem to be at play for the Kudoers experiencing impact?

<b>Capability</b>	<ul style="list-style-type: none"> <li>• <i>Practice makes do</i></li> <li>• <i>Taste testing</i></li> <li>• <i>Tech confidence</i></li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• <i>Prioritizing agency &amp; autonomy</i></li> <li>• <i>Inspiration first</i></li> <li>• <i>Pride</i></li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>• <i>Offering conversational content</i></li> <li>• <i>Flexible use</i></li> <li>• <i>Tangible places to go, people to meet</i></li> </ul>

## Capability

### Practice makes do

Whether at Reflection Cafe, Kudoz events, or hosted experiences, participants reported that Kudoz was providing them with valuable practice interacting in social situations. In the words of one Kudoer, hosted experiences are the chance to “talk to someone you’ve never met. The more experiences you do, the more experience you get”. In turn, participants commented that this practice was responsible for outcomes like reduced social anxiety and increased confidence.

Additionally, one Kudoer explained why interacting with Hosts was a unique opportunity to practice social skills: “People I don’t know are less judgemental about what I say....I can learn how to talk without thinking too much that I have to sound smart.” The Kudoer reported that, in contrast to his friends who are sometimes aggressive or harsh in their way of speaking, Kudoz Hosts provided him with “examples of how you should talk to people” and “proper behaviour.” This manner of interacting made him



feel more comfortable: “I can meet people on neutral ground - I feel generally myself, I let them teach me.”

Some Kudoers were unable to make it to experiences or Reflection Café frequently but still communicated regularly with coaches. Interestingly, a number of these individuals reported similar changes in comfort speaking to strangers on the phone as a direct result of their interactions with Kudoz team members.

### **Taste testing**

For many Kudoers and their families, Kudoz offers a unique blend of risk and safety, challenge and support that lets Kudoers taste test new things without becoming overwhelmed. Participants often compared Kudoz to other services available, such as Special Olympics, or academic programming at Douglas College. Many felt existing programs were either too challenging – requiring a Kudoer to take on too many roles and responsibilities “without support”, causing them to give up – or not challenging enough to elicit growth. “There hasn’t been a place specifically designed for people with disabilities that allows people to learn and grow while helping them through rough patches,” asserted one parent.

Participants highlighted multiple factors that help Kudoers take on challenges without feeling too much pressure. Learning Coaches played a large role in providing support. In addition, some participants pointed to the way in which a caregiver could be involved in as much or as little of the Kudoz process as needed: “Now if I introduce him to other stuff he’s more willing to try things out.” The “chance to have an hour with somebody” 1-on-1 to “get lots of attention” was also cited as a way to “learn new things without getting interrupted...I can’t do that when [other] people are talking.” Other parents pointed to the way Kudoz staff model and facilitate

conversation at Reflection Café, and help prompt Kudoers to communicate with hosts: “Exactly what he needs is follow-up.”

Further, Circle members and Kudoers alike commented that Kudoz creates a kind of staging environment in which they felt more confident to take risks and meet strangers. In the words of one Kudoer: “Kudoz strangers – that’s different.” For one parent, “as long as they [i.e., hosts] are vetted, it’s OK” to let her daughter explore; indeed, another parent shared how the unique context of ‘safe risk’ presented in Kudoz allowed her to practice letting her son take risks in a way she wasn’t comfortable doing elsewhere. In turn, Kudoers feel able to take on challenges: “She’s more socially at ease when we go to Reflection Café, and she’s not as hesitant meeting strangers as she once was because there are some familiar faces. Or even if they’re not familiar faces, they’re within a group that can be seen as safe, and so I think she’s opening up a bit more.”

### **Tech confidence**

The Kudoz platform requires Kudoers and their Circle members to use a variety of different technological tools, providing practice that can encourage stronger computer literacy. Given that adults with developmental disabilities have some of the lowest rates of computer use, Kudoz can help to close the gap. Participants cited a number of different ways they garnered practice through Kudoz, including using multiple devices, new operating systems, new applications, an account with password and username, and using a tablet or smartphone for the first time. The fact that Kudoz offers a loaner device for use of the IOS app gives material support and seems to create a reason to learn tech.

## Motivation

### Prioritizing agency and autonomy

Many Kudoers articulated that their attitudes toward Kudoz – and therefore their motivation to engage with the platform – were impacted by the degree to which they felt they had control. “I’m glad it’s an optional thing to do,” said one Kudoer. “I’m not tied to rule sets; I feel like we’re equal.” Indeed, successful relationships with Learning Coaches were often described in words like “low key, not pushy”. Another Kudoer said he felt it was “balanced and fair” that he was the one to decide “what to try and when I get to do them [i.e., experiences].” “[The Kudoer] can plan all these things himself,” said one parent. In addition to bolstering confidence and self-worth, parents shared that a sense of autonomy helped Kudoers stay engaged with Kudoz. As one Kudoer explained, “I can take on what I feel I can take on and be able to avoid feeling overwhelmed.” In instances where Kudoers felt they lost agency – such as feeling like they were given “homework” by a host – they also lost interest.

Additionally, Kudoers and their families reported that Kudoz felt “more natural” than other disability-related services as they were welcome to reject or walk away from Kudoz activities when needed, and could use the platform with greater flexibility than traditional services: “It’s not something you go to every week;” you can participate “without signing up for 10 weeks [of classes]”. Instead of offering one or two one-size-fits-all activities, participants articulated that Kudoz “offers more flexibility around interests,” allowing people to meet up around a variety of things that matter to them and “creating a whole person”. Further, Kudoz activities take place in more day-to-day contexts, like coffee shops, that made Kudoers feel “comfortable” and “welcome”. Kudoers cited simple things – like the ability to choose

their snack or drink at a Reflection Café – as specific examples of autonomy within Kudoz activities.

### Inspiration first

Kudoers and their families framed the Kudoz catalogue as a source of intrigue and excitement that could make them feel “amazed and...a little bit happy.” Interestingly, a number of Kudoers who had not booked experiences for an extended period of time reported that they continued to look through the catalogue, as it engendered positive feelings of wonder and curiosity. Other Kudoers report being “made aware of new things” through the catalogue. As one caregiver expressed, “Going through the catalogue, she’ll see something that she hasn’t done and then she’s interested in trying it.” “Every time I go into the catalogue it’s like an opportunity to find out what there is that I could try doing,” said another.

As Kudoers are exposed to new ideas and experience positive emotions, caregivers feel the effects. As one Circle member put it, “My [Kudoer] will say, ‘I would like to try that experience, I’m interested in that.’” Parents reported that the catalogue provides the stimulus to discuss things like Kudoers’ interests and plans, and can provide new ways for them to interact. For highly active Kudoers, however, these benefits sometimes reach a plateau: “The activities are dwindling because I’ve tried a lot of them.” As such, turn-over in the catalogue is critical to maintaining interest and spawning new conversations.

### Pride

Kudoers and their Circles, when recounting experiences, frequently circled back to a particular emotion: pride. Booking an experience, finding an experience, connecting to a Host, exchanging feedback, and earning badges at the yearly celebration were all sources of pride, of that deep satisfaction that comes from overcoming

challenges and achieving something. For example, a Kudoer who was reluctant to attend badging ceremony walked away feeling “good” and proactively showed their badges to family friends. Circle members talked about the absence of positive milestones into adulthood, and saw Kudoz as one way to continue accumulating achievements. The idea of personal pride mixed with public recognition seemed to spark further motivation for engagement.

## Opportunity

### Offering conversational content

Booking and going on experiences can inject new energy into longstanding relationships. Caregivers and Kudoers report that Kudoz activities are “good conversation topics with friends and family” that allowed them to break out of their typical routines. In the words of one caregiver, “[The Kudoer] will tell me, ‘Tomorrow, I’m going to the experience,’ and I’ll ask, ‘What’s that?’” Multiple caregivers commented that Kudoz provided a new way for them to spend time with their son/daughter, whether it was exploring possibilities presented in the Kudoz catalogue (and, through it, discovering more about the Kudoer’s interest) or taking up new activities together. Parents indicated that Kudoz increased their willingness to try new things with their Kudoer, and get out of their own tired routines.

### Flexible use

Kudoers’ journeys through Kudoz are rarely linear; most are marked by periods of high and low activity. Unlike a program with uniform structure and steady hours, Kudoz facilitates flexible use. This can be helpful to caregivers and individuals facing physical and/or mental health issues, alongside busy Kudoers juggling multiple

commitments. Indeed, some Kudoers experienced months of poor health that prevented them from going on experiences. This was particularly true for Kudoers who live with epilepsy. Caregivers expected barriers to engagement, and were surprised that Kudoz embraces different levels and amounts of use. As they put it, “Organizations typically say, ‘No, we can’t take him with that condition.’” While Kudoz does not restrict these Kudoers’ participation, caregivers often placed constraints. Accustomed to staying close by in order to administer medication, caregivers were less open to geographically diverse experiences, which ultimately narrowed their use of the platform.

Other Kudoers experienced changes in their day-to-day lives that necessitated a shift in how they use Kudoz. For one Kudoer, for example, “her schedule was pretty bare at the time” she joined Kudoz, but six months later, consisted of many more hours of school. During the weekends, the family was “busy with other siblings” and “on a roll” doing other things. While less frequent use of the platform leads to less reported impact, Kudoers and their Circle have control over how much or how little to engage. Some caregivers talked about how variable use conferred peace of mind and a sense of latent opportunity. The idea they could ramp up their use when circumstances allowed offered a modicum of relief and hope for the future.

One area of friction to note: While most Kudoers could imagine Kudoz co-existing alongside other services, this was not always true for employment services. Three participants reported that employment specialists gave them a choice: participate in Kudoz or look for employment. Despite repeated efforts to educate employment specialists, the firm structure of and preset tools within employment programs seemed less

accommodating of alternative approaches for discovery and networking. Kudoers like C found employment services unwilling to listen to their preferences, and concerned about hitting targets. After a series of failed work placements, they gravitated to Kudoz to find a better fit between their motivations, their skills, and the feel of the workplace. More important than the type of job was the vibe of the space and the quality of the collegial interactions. Kudoz experiences served as helpful intelligence gathering.

### **Tangible places to go, people to meet**

Perhaps the most obvious resource behind reported impact is the fact that Kudoz experiences are held at sites across the Lower Mainland and are hosted by community members you would otherwise not be likely to meet. Kudoers and Circle members described how going on experiences literally widened their sense of place and of community.

## Negative effects

Three percent of change stories collected between January 2017 and April 2018 highlighted the negative effects of Kudoz on individuals. While we encouraged individuals, their Circles, and Hosts to share instances where Kudoz reduces efficacy, there is likely an under-reporting bias. Where Kudoz was linked to negative impact, the theory of change played out in reverse. Rather than increasing comfort with novelty, Kudoz engendered greater anxiety. Instead of improving individual sense of control & competence, Kudoz reduced perceived agency. And instead of amplifying intrinsic motivation, Kudoz decreased motivation to try new things.

Host unresponsiveness and technology bugs were features of most stories of negative impact. One Kudoer ended his participation in Kudoz after a Host never replied to his messages. “Not hearing back is just not courteous. I thought bigger things would happen.” The Host’s lack of communication stood in contrast to his outcome expectations and seemed to confirm his negative self-belief. This was a self-belief that said having a disability wasn’t something to be proud of or to emphasize. By using the Kudoz platform, the individual implicitly admitted to his disability and relinquished some control over how to position his identity.

Losing a sense of competence and control was also linked to technological difficulties. Two Kudoers and their Circles described how error messages reinforced their view that they weren’t very competent with computers. For Kudoers with low literacy, booking experiences on the platform could be difficult, placing more responsibility in the hands of their Circle members. And for Circle members already uncomfortable with technology, Kudoz seemed to reaffirm rather than change their view. Instead

of streamlining communication between Kudoers, Hosts, and Circle members, the flurry of messages and notifications sent by the platform could widen the gap. For example, one Kudoer booked an experience through his phone without telling his mum. As she was not able to arrange driving when she found out, they had to cancel the experience last minute, which made them both “really upset”. They had not rebooked the experience and were weary of further engagement.

Even where app bugs did not lead Kudoers to report negative impact, nearly every interview highlighted technological frustrations. Regular check-ins with Kudoz learning coaches mediated some of the difficulties, as did the tech coaching experience. While most people understood the platform was in development, the dominant narrative was one of “putting up with it” and using the challenges as fodder to learn how to “adapt” and “deal with the unexpected.” This was not the intent of the Kudoz platform, which was to improve the ease of connection. Still, about 45% of individuals in the follow-up evaluation pool report that Kudoz has increased their tech proficiency. And of the Kudoers reporting a shift in capability, 64% named greater competence with computers and cell phones as a positive outcome. As the technology improves over time, reports of both frustrations and capability gains may shift.



## 8. Limitations

So, what are we to make of the preceding pages? What do we know and what don't we know? The evaluative data tells us that individuals who attend more than three experiences are likely to report a shift in at least two of the three sources of behavior: capability, opportunity, and/or motivation. The evaluative data doesn't tell us if individuals would have seen these gains anyway, whether or not they took part in Kudoz, or how long their reported gains last. Empirical science holds up randomized control trials as the gold standard. This is where a randomly assigned control group receives a placebo and their outcomes are compared to the group receiving the designated intervention. Control groups pose a methodological challenge within the developmental disability sector. Even individuals with the same diagnosis and assessed service levels can have markedly different ways of engaging and communicating. That means we would not expect even a random grouping to necessarily be a comparable grouping.

Another measurement challenge can be the dynamism of the intervention under study. Kudoz is a prototype under continual development. When the evaluation started in January 2017, there was not yet a consistent learning coach on staff or a theory-driven coaching methodology. This means participants in the evaluation pool received a lower dose of 1:1 coaching than individuals enrolling today. Indeed, Kudoz interactions are deliberately added, subtracted, and tweaked to respond to real-time data. It is important, then, to talk about the limitations of this data:

- Platform reliability
- Response rate
- Positive response bias
- Use of proxies
- Data volume

**Platform reliability.** Usage data is automatically collected when a Kudoer or Host logs into their account and performs actions on the online catalogue and app. This is data capturing frequency of log-ins, experience requests, bookings, cancellations, messages exchanged, feedback given and received, profile updates, and response times. Tech glitches as well as user error can sometimes prevent use of our online tools, leading Kudoers and Hosts to communicate outside of the platform. Experiences arranged independently of the platform cannot be easily measured or monitored. Tech updates can also lead to temporary data loss or to data being counted in different ways. In April 2018, Kudoz migrated to an updated backend system with a new function: the reschedule button. Rather than cancel experiences, users can now propose an alternative time. Because rescheduling was not possible on the old platform, there is no comparable data. While this evaluation only includes data up until the switch to the updated platform, longitudinal trend analyses will have to consider data inconsistency.

**Response rate.** This evaluation looks at platform usage data across 32 individuals in the evaluation cohort, but in-depth change data across 19 of those individuals. This is because 13 of the 32 individuals declined a follow-up interview, or could no longer be reached 6-12 months after their enrollment into Kudoz. While the 19 participants includes both active and inactive Kudoers, it is likely that we've over-sampled individuals willing and able to engage with Kudoz. Indeed, over 30% of the individuals who were unable to take part in follow-up interviews were experiencing an acute health event. Based on these participation rates, Kudoz does not seem to be an effective intervention for individuals living with real instability, but we know little (outside of anecdotal stories) about the ways in which Kudoz interplays with their every day realities.

**Positive response bias.** For those Kudoers and their Circles who did engage with follow-up interviews, we can expect a positive tilt in the data. Prior research shows that individuals with a disability and their caregivers give consistently high ratings on service satisfaction surveys and quality of life indicators. As an Australian government review of survey methodology for clients with disabilities noted, “Such ratings reduce the sensitivity of satisfaction surveys and reduce their discriminatory power. The ceiling effect can make it hard to measure if new forms of service systems lead to better outcomes for consumers.”<sup>1</sup> To counterbalance this tendency, it is important to socially norm negative responses. Kudoers and their Circle are told not everyone benefits from Kudoz and are invited to share stories of no impact or reverse impact. Whether normalizing negative feedback facilitates honest reporting is not known.

**Use of proxies.** Who speaks for whom is perhaps the most morally fraught question within the developmental disability sector. For individuals who communicate with few words, how are we to interpret their utterances and come to understand their meanings? Does their Circle or caregiver know them best? Or can we really only know our own needs and wants? While only 9% of the evaluation cohort are non-verbal and rely on their family to speak for them, many more individuals and their Circle engage in a kind of communicative choreography - where expression unfolds in a relational context. Is what Kudoers say when in the company of their caregivers similar or different to what Kudoers say when alone? Are individuals more honest in the presence of those who know them best? Or are individuals less likely to share their true feelings if they contradict what those closest

to them believe to be true? Research indicates that individual's self-assessment of their quality of life differs from the assessment of their family and staff, suggesting ratings are not interchangeable.<sup>2</sup> Where possible, this evaluation started with the perspective of the Kudoer, and expanded to include the perceptions of their Circle members. 80% of follow-up interviews directly involved Kudoers. In four instances, Circle members reported on behalf of their Kudoer – because of communication, health, or scheduling challenges. Future evaluations of Kudoz could record similarities & differences between Kudoer and Circle perceptions of change, and measure the size of the gap. Might Kudoz be one tool for closing the gap, and bringing perceptions of self and other's perceptions of self in closer alignment?

**Data volume.** Platform usage and self-reported change data can offer up a rich picture of the journey through Kudoz – but only if it can be processed and understood. The volume of data collected from the online catalogue, the app, stories of change, coaching notes, plus baseline and follow-up interviews poses both a pragmatic and analytic challenge. For this evaluation, less than 75% of the available data was examined. We excluded coaching notes, value card sorting, and time journaling because of time bounds (e.g coaching notes started half-way through the evaluation cohort) and inconsistent collection (e.g time journals were completed less than half the time). We also only cursorily explored Kudoz app data. Future research could expand the field of analysis and include an even wider selection of data.

<sup>1</sup> Review of Approaches to Satisfaction Surveys of Clients of Disability Services (1998). Steering Committee for the Review of Commonwealth/State Service Provision. <https://www.pc.gov.au/research/supporting/disability-satisfaction-review/disabsvc.pdf>

<sup>2</sup> Cristina Simões & Sofia Santos (2016) The quality of life perceptions of people with intellectual disability and their proxies, *Journal of Intellectual & Developmental Disability*, 41:4, 311-323, DOI: 10.3109/13668250.2016.1197385

## 9. Future opportunities

Kudoz is a work in progress. The big idea – that a catalogue of novel learning experiences can shape what adults with developmental disabilities want, what they do, where they go, and who they know – has played out for the majority of active users. And yet, Kudoz is not enough. Addressing the pain points that led to Kudoz – stagnation, stuckness, skill regression, and stigma – takes all of us. At its best, Kudoz grows the village and re-energizes the hearth. Individuals who derived the most value from Kudoz benefited from active Circles who could encourage use, troubleshoot practical barriers, and reinforce take-up of opportunities. We know too many adults with developmental disabilities lack strong supports, and so we recognize the paradox. Yes, Kudoz can expand networks and motivate change, but it is more likely to do so where there is already a base of support and desire for different outcomes. How, then, might future iterations of Kudoz build-in functions that mirror what active supports do, namely (1) encourage use (2) reduce barriers and (3) enable take-up of opportunities? Along the way, how might Kudoz continue to advance methods and practices within the disability sector and beyond?

### Encouraging use

We frame Kudoz as a flexible platform, rather than a structured program. Like a gym, individuals can make use of the open tools (the catalogue, reflection café) as little or as much as they would like. They can also access the equivalent of a personal trainer: the learning coach. While there are no prescribed time limits, if Kudoz is not used within six months of sign-up, accounts are placed on hold. Similarly, after six months of active usage, Kudoers are encouraged to reflect on what changes they've witnessed to date and choose whether to continue with a learning coach or to become an alumnus (with ongoing access to the catalogue). Since about 25% of individuals

never really get going with Kudoz, the question is how we might better motivate and sustain usage within the first six months.

- *What if the Kudoz coaching methodology included motivational interviewing techniques?* Motivational interviewing uses prompts to bring people's latent desires to the surface and increase commitment to action.
- *What if lonely Hosts – that is, Hosts who have not been booked in over three months, reached out directly to new Kudoers to invite them to their experiences?*
- *What if hesitant new Kudoers could select an experience mate – a more experienced Kudoer who might come along to show them the ropes?*
- *What if the catalogue included 'family experiences' – experiences suited for whole family engagement, which eased Kudoers into doing new things within the context of their existing relationships? What if families felt welcome to attend, rather than unsure of their role and responsibilities during Kudoz experiences?*
- *What if the Kudoz catalogue better featured novelty and fortuity through 'wild card' experiences? What if the homepage of the catalogue always felt a bit familiar and a bit fresh to incentivize ongoing use? Even active Kudoers reported that the catalogue risked losing some of its luster after six months, and they wanted their return visits to feel as inspiring as their first visits.*

### Reducing barriers

What stops individuals from actively engaging with Kudoz is – most often – logistical humps and technological hiccups. Inactive Kudoers and their Circle report website malfunctions, host unresponsiveness, and lack of transit (coupled with the geographic spread of experiences) as the three primary barriers to use. Kudoz can do a better job of segmenting incoming Circle

members by their level of comfort with technology and offering upfront tutorials & training accordingly. Rather than feel intimidated by the technology, how might Kudoz shift narratives of incompetence and celebrate tech resiliency?

- *What if Kudoers, Circle members, and Hosts earned points for finding bugs & reporting error messages, and felt part of improving Kudoz (rather than feeling frustrated by Kudoz)?*
- *What if there was an easy to use tutorial section of the website, with more content created for Kudoers and Circles by Kudoers and Circles?*
- *What if Kudoers could use the catalogue and book experiences without needing to read? What if everything on a page could be read to you, and help you to navigate where you need to go?*
- *What if more experienced Kudoers offered their services as Guides – and for a small fee, could be hired by Circle members to accompany individuals to experiences in new places and increase transit savviness?*
- *What if Host recruitment tried more of a neighborhood-by-neighborhood outreach strategy, and focused on building up hyper local experiences (through door knocking, block parties, mailouts, etc)?*
- *What if Host response times were displayed on experience listings so that Kudoers and their Circle could shape their expectations accordingly? What if Hosts received kudos for their speedy responses? What if Hosts better understood the effect of response time on motivation, and saw their contribution to stories of change?*

### Enabling take-up of opportunities

One Kudoer found their ideal job at the Vancouver Convention Centre through a Kudoz experience. Another Kudoer discovered a passion for knitting through Kudoz and has joined online groups to further hone their skills.

A Kudoer has exchanged a draft of their novel with a Kudoz Host. Other Kudoers have forged friendships at Reflection Café, and continue to meet-up for movies, meals, and birthday celebrations. And while all of these connection points emerged through the Kudoz platform, they all require nurturing off the platform. Where individuals are successful at expanding their interests and networks, they have used Kudoz as a starting point – but not an ending point. They've written follow-up notes, exchanged contact details, done online research, created content, and invited new contacts to contribute. How might Kudoz more deliberately amplify and encourage network building – signaling both the possibility and desirability of continued relationships? And how might Kudoz continue to ladder Kudoers to next opportunities?

1. *Jobs & fellowships with employers like the Vancouver Convention Centre and local tech start-ups*
2. *Writing, blogging, podcasting, self-advocacy*
3. *Riding bikes, playing instruments, and trying new languages & foods for the first time*
4. *Going to universities, historical and cultural venues for the first time*
5. *Practicing yoga, meditation, and anxiety management techniques*
6. *Gaining first aid & animal care skills*
7. *Completing DIY projects (e.g art, construction)*

**Chart: 7 types of opportunities catalyzed through Kudoz**

1. *What if the Kudoz platform could facilitate group messaging on other platforms like Facebook, Whatsapp, etc? What if there were more opportunities for Kudoers attending the same experience to communicate and meet-up?*
2. *What if it was easier for Hosts to share follow-up recommendations and create next level experiences for specific Kudoers? What if suggestions appeared on Kudoer profiles in a way for Circle members to clearly*

see, and linked to other digital calendars and to-do lists?

3. *What if there was more coaching available to Hosts to help them identify follow-ons from their experience – and rejuvenate their own sense of community around their interest?*
4. *What if there were coaching videos via the platform and YouTube – including those focused on writing messages and following-up with Hosts – allowing Kudoers and their Circle to skill-up anytime?*
5. *What if there were more content curation roles for users through the platform – like photography, blogging, and vlogging – as a way to amplify impact and nurture a stronger collective voice?*

### **Advancing methods & practices**

Kudoz takes a user-centred and data-driven approach to service design and delivery. Two user groups were core to its early development: adults with developmental disabilities and community members. Circle members were conceptualized almost in an instrumental way – as a way of accessing and engaging individuals, rather than as a user group who might go on their own change journey. This evaluation suggests recognizing and designing for Circle members as a distinct user group. How might Kudoz serve to re-calibrate roles, relationships, and responsibilities? And how might we start to collect data – via coaching notes, stories of change, baseline & follow-up interviews – that can shed light on the shift in capabilities, opportunities, and motivations of Circle members over time, independent of the shifts witnessed in their Kudoers?

There are so many compelling questions for future inquiry. Kudoz starts with the presumption of human development – with the notion that Fay, Greg, Karen, Umete, and Mark can have their best days ahead of

them not behind them. What it takes to truly unlock development over time – to spark the right amount of novelty and fortuity for both personal growth and social solidarity – will itself take sustained exploration and learning. We're up for the challenge.