How can the new Act help to better support children & yp who are looked after at home

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Stages through Includem Intensive Support

1. Referral and Assessment
2. Engagement with Young People and their Families
3. Multi-agency working
4. Dealing with Crises
5. Transitions
1. Referral and Assessment

Young People - Includem Outcomes Framework – April 2010

1. Healthy
- 1.1 Enhanced parent/carer/adult child relationships (OS)
- 1.2 Improved parent/carer confidence/resilience (DB, PIC Survey)
- 1.3 Increased resilience (OS)
- 1.4 Less dependence on drugs and alcohol (OS)

(Also: 2.1, 2.2, 5.1 and 5.2)

2. Safe
- 2.1 To develop healthy trusting relationships (DB, VP)
- 2.2 Reduction in levels of risk/harm (OS)
- 2.3 Able to understand the consequences and risks of own behaviour (OS)
- 2.4 Able to cope better with crises (DB)
- 2.5 Less absconding (DB)

(Also: 1.4, 3.7, and 7.1)

3. Nurtured
- 3.1 Stable and secure accommodation (DB, OS)
- 3.2 Remain with birth families (DB, OS)
- 3.3 Prepared for placement moves (DB)
- 3.4 Prevent/reduce admission to secure care (DB)
- 3.5 Return child home from secure care (DB)
- 3.6 Engaging with Includem support (DB)
- 3.7 Parent/carer supported to maintain young people safely in the community (DB, PIC Survey)

(Also: 1.1 and 2.1)

4. Achieving
- 4.1 Maintain/improve engagement with education (OS)
- 4.2 Maintain/improve engagement with training or employment opportunities (OS)

(Also: 5.1 and 5.2)

5. Active
- 5.1 Social skills gained/improved (OS/VP)
- 5.2 Increased opportunities to take part in activities (DB, OS)

(Also: 4.1 and 4.2)

6. Respected
- 6.1 Contribute to planning and decision making (ABL)
- 6.2 Views and opinions voiced and acted on (VP)

(Also: 1.1 and 2.1)

7. Responsible
- 7.1 Reduced offending and other problem behaviour (DB, OS)
- 7.2 Better victim awareness and consequences of offending (OS, ABL)
- 7.3 Less anti-social behaviour (OS)
- 7.4 Aware of own responsibilities (OS)
- 7.5 Increased compliance with MRC (DB)

(Also 2.3)

8. Included
- 8.1 Engaging with other services/agencies (DB)
- 8.2 Increased attendance at appointments (DB)
- 8.3 Improved engagement with officials (DB)

(Also: 3.6, 3.7, 4.1, and 5.2)
Best start in life: Ready to succeed

Successful learners
- Nurtured: Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting
- Achieving: Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community
- Healthy: Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices

Confident individuals
- Active: Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community
- Respected: Having the opportunity, along with carers, to be heard and involved in decisions which affect them

Responsible citizens
- Safe: Protected from abuse, neglect or harm at home, at school and in the community
- Included: Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

Effective contributors
- Responsible: Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them

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Wellbeing Web

Tool for measuring progress and developing support plan.
2. Engagement with Young People and their Families

• Quality relationships are absolutely key – listen, trust, respect
• Persistence pays – expect resistance
• Being there at times of need and crisis
• Continuity especially through transitions
• Use the relationship
Includem Model of Practice

Assessment and engagement
- Assess risk and responsibility
- Immediate contact post referral
- Review and develop the assessment
- Relationship building

Setting goals and action plan
- Build commitment to change and set goals
- Support planning meetings

Structured modules
- Offending and Risk-Taking Behaviours
- Understanding How Others Feel
- Managing My Emotions
- Sexually Harmful Behaviour (integrated)
- Drugs and Alcohol
- People in My Life
- Beating Boredom
- Health and Wellbeing
- Independent Living
- Education, Training and Employment

Structured coaching conversations
- Sustaining commitment to act on goals
- Connecting the learning from the programmes to real life
- Problem solving
- Reinforcing pro-social values and behaviours

Review and disengagement
- Relapse prevention plan
- Recognition of achievements
- Consolidate behaviour change
  - Stronger family relationships
  - Involvement in education, training or employment
  - Positive leisure pursuits
- Transition to using other social supports

The module – *This is My Life* contributes to these initial stages

CORE ELEMENTS THROUGHOUT INTERVENTION
- Persistence and Stickability
- One-to-one relationships based on respect, honesty and care
- Help and support at times of need
- Focused supervision and support
- Crisis management
- Rigorous and positive responses to non-compliance
- Working in partnership with parents/carers
- Active brokerage role
- Rigorous risk management
- Monitor and evaluate outcomes

The module – *This is My Future* contributes to this final stage
3. Multi-agency working

National practice model

Observing & recording
Events / observations / other information

Gathering information & analysis

Planning action & review

Best start in life: Ready to succeed

Well-being
Concerns

Assessment
Appropriate, proportionate, timely

Well-being
Desired outcomes

Resilience matrix used when required for more complex situations

Resilience
Adversity
Protective environment
Vulnerability

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4. Dealing with crises

What happens when –

Its 8pm

Mum and Kyle screaming at each other with threat of violence and risk of placement breakdown?
5. Transitions

- ABL This is My Future
- Relapse prevention plan
- Transition to use other support services
- Big Lottery Funded Transitional Support