



SOCIAL ACTIVITIES  
AND PRACTICES INSTITUTE

# METHODOLOGICAL GUIDANCE

OUTOGETHER: PATHWAYS



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# Introduction

The Methodological Guidance “*OUTogether: Pathways*” seeks to assist professionals involved in supporting and accompanying young persons in alternative care, aged 15 to 24 years, in the process of preparation for care leaving and planning their future.

It provides detailed guidelines as to who, when and how should support the young person while they plan their future.

The planning process is based on our understanding that young people should be empowered to consider and decide about their own future, as well as get the necessary support. The participation and sustainability approaches are deeply incorporated in the planning process.

The Methodological Guidance “*OUTogether: Pathways*” is designed to be used by social services staff (social workers, psychologists or other relevant professionals) who have a relationship of trust with the young care leaver. It can be used both for young people in residential care and for young people in foster or kinship care.

“*OUTogether: Pathways*” is based on the SOS Children's Villages *Prepare to Leave Care Practice Guidance* and the Scottish Executive's publications *Pathways* and *Pathways Handbook*.

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# Definitions

For the purposes of this Methodological Guidance, definitions are provided for the following:

## Child

A child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier (UN Convention on the Rights of the Child, Art. 1).

## Young Person

The UN defines 'young person' (young people) as those persons between the ages of 15 and 24 years (UN General Assembly, 2001, 56<sup>th</sup> session).

## Young Care Leavers

A young person in formal alternative care who is about to reach the statutory age beyond which they have no right to live in alternative care. Most often than not, the young people should leave their current place of residence and start their life as an independent adult. The term 'care leaving' describes this process. Care leaving includes the decision to leave and the process of transition to independent life.

## Alternative Care

In the UN Guidelines for the Alternative Care of Children, 'alternative care' is defined as (UN General Assembly, 2010, 64<sup>th</sup> session):

- (i) Informal care: any private arrangement provided in a family environment, whereby the child is looked after on an ongoing or indefinite basis by relatives or friends (informal kinship care) or by others in their individual capacity, at the initiative of the child, their parents or other person, without this arrangement having been ordered by an administrative or judicial authority or a duly accredited body;
- (ii) Formal care: all care provided in a family environment which has been ordered by a competent administrative body or judicial authority, and all care provided in a residential environment, including in private facilities, whether or not as a result of administrative or judicial measures.

## Transition (Throughcare)

A period or process of change whereby young people transition from alternative care into independent life. This period comes when children and young people reach the statutory age at which alternative care and/or the related services are no longer available to them. This age can differ in different countries – in some countries this age can be fixed at sixteen years, in others – at eighteen, and still others – even twenty-one. This transition requires special consideration of the preparation in the form of care and support to pave the way to independent life (here also called 'throughcare').

## Aftercare

The period in which young people are no longer in care and live independently while still getting some support. The preparation for the transition to independent life should start as early as possible, in the residential facility, and in any case much earlier than the time the child will leave it (UN General Assembly, 2010, 64th session).

This is the continuing support, planning and guidance for the young person who has left a supported and safe living environment and is going out in an environment where they should cope on their own. It means support in practical matters such as setting up home, budgeting skills, seeking employment, continuing education and encouragement for developing their own social networks and interpersonal skills. In some cases this also requires follow-up care from professionals or people with whom the young person has a relationship of trust.

## Key Worker (KW)

A person who is already in a relationship of trust with the young person and can support the young care leaver. They may have a formal relationship with the young person – in their capacity of a social worker in the Family-Type Placement Centre (FTPC) or the foster parent, but not necessarily so. The Key Worker can, for example, be a teacher.

## Social Worker in Charge (SWC)

The official from a child protection agency or any other agency implementing national policies and having the competence and powers to take decisions in relation to the provision of the most necessary and targeted care for the child care leaver, the point of care leaving and the identification of follow-up measures and activities (aftercare) to facilitate the transition to independence upon leaving care.

# Key Principles in Developing “OUTogether: Pathways”

## Individual approach to every young person

The process of assessment and planning for care leaving and aftercare are based on the young person's individual needs in correspondence with their developing capabilities and based on their access to the entire relevant information.

### ➤ **The support is centred around the young person and they are involved in planning their own future**

The young person must be empowered to make decisions and take control of their life. To do this they must be at the heart of the assessment and planning process and fully involved in all aspects of their own throughcare and aftercare.

### ➤ **The support is understood, reflected on and accepted by the young person**

Engaging the young person in planning their own future requires that the process be made meaningful to them, making sure they understand and accept it.

### ➤ **Continuity, intensity and flexibility of support**

The assessment and planning process as part of throughcare and aftercare is cyclical and continuous. It requires support and accompanying at every stage, the focus being to obtain different points of view, identify needs, plan, take action and review progress.

### ➤ **Respect for the young person's personality and confidentiality of information**

Every possible effort should be made to seek the young person's consent for using any Pathways information. It is crucial that the consent of the young person is obtained prior to and after the work with the tools begins. The young person should be clear what they agreed to and why.

### ➤ **Promoting significant relationships and relations**

The young person is encouraged to maintain their relations with their significant people and the outside world, as well as to be actively involved in the life of their community.

This Methodological Guidance contains the following main sections:

### ➤ **Section I**

Guidelines for Use of “OUTogether: Pathways”

➤ **Section II**

The Mechanism and Process behind Developing “*OUTogether: Pathways*”

➤ **Section III**

Research, Assessment and Planning Methods that Can be Used in Developing “*OUTogether: Pathways*”

# SECTION I

## Guidelines for Use of “OUTogether: Pathways”



# 1.1. Purpose of “OUTogether: Pathways”

“*OUTogether: Pathways*” is meant to support young individuals who are preparing to leave care. This includes support for them within the care system in the period up to their coming of age and the period of transition to an independent life.

The transition from alternative care to independent living can be a challenge for young individuals. While in some cases leaving care can be a well-considered and planned process, in other cases it can be a sudden and unexpected event proving young persons unable to cope with the changes emotionally and financially. Without adequate throughcare and aftercare, young people can face risks such as long-term unemployment, substance abuse, involvement in criminal activities and homelessness.

A number of studies lead one to conclude that the greatest barriers before young people in the period of transition to independent living include lack of supporting relations, no motivation to continue their education and vocational training, instability in securing housing, economic difficulties (unemployment). Many of them live on the street without money to cover their main living expenses; they fail to be regularly employed; they fall within the remits of the criminal justice system; they cannot get healthcare; the girls get pregnant too early in life. Even though the young people share that during their stay in care they have been included in independent-living training, few of them believe that this specific support was based on their individual needs and capabilities. Reducing these risks includes consistent professional work with the young people so that they can plan their lives at the onset of maturity, including helping them identify the most suitable place for them to live and develop the required living, employment and budgeting skills, and making sure they are covered in a reliable support system.

The *OUTogether* tools are designed for use by social services staff (social workers, psychologists or other relevant professionals) who have a relationship of trust with the young care leaver. They can be applied both for young people in residential care and for young people in foster or kinship care.

## 1.2. Structure and content of “OUTogether: Pathways”

“**OUTogether: Pathways**” contains sessions for individual work with the young person grouped around the following 8 topics entitled “*OUTogether: Pathways*”:

1. Family and friends
2. Health and well-being
3. Education and work
4. Housing
5. Finances
6. Rights and legal issues
7. Personal development
8. Practical skills

Each topic comprises of 3 sections:

➤ **My OUTogether Views:** Ideally, these sections should be completed by the young person themselves. Some young people (due to learning difficulties, for example) or some topics can require additional external support – for example, on the topic Education the young person might like to be supported by a career guidance centre/expert. These sections are designed to help the young person to identify their own needs and wishes ON THEIR OWN. The key worker can be very useful at this stage. By KW we mean a person who already has a relationship of trust with the young person and who could support them. They might have a formal relationship with the young person – in their capacity of a social worker in the FTPC or the foster parent, but not necessarily so. The Key Worker can, for example, be a teacher.

In the course of completing the forms, the young person can leave some questions unanswered. They should keep all My Views forms, both completed and empty ones. They could start completing any of the topics, depending on their own preferences. Later, the young person will bring the completed form on a particular topic to the Social Worker in Charge to do the assessment. This is why a special folder will be needed where the young person can keep all forms and additional documents.

➤ **My OUTogether Assessment:** The assessment should be a clear statement of how the young person is doing, where they want to get to and what kind of support they might need. The assessment is undertaken by the social worker in charge (formal position).

➤ **My OUTogether Plan:** Following the assessment and agreement with the young person, the next stage is to plan the activities, deadlines and support based on the assessment. Again the plan is to be agreed with the young person.

The Pathways also include two additional sections: **Background Information** and **Plan Review**.

- The **Background Information** section contains all sorts of useful information about the young person's life up until now; it also includes a field for keeping useful contact details. This stays with the young person. The Social Worker in Charge has the young person's full dossier anyway.
- The **Review** is the mechanisms to monitor progress and find out the extent to which the plan is implemented.

## 1.3. When to start using “OUTogether: Pathways”?

There is no easy answer to this question. Life is varied, presenting people with different situations – for example, young people moved to a different form of care a year before they exit care; the legislation dictates how long the young person can stay in alternative care (up until they complete their degree, irrespective of whether they are already 18 or not); they can be guided to specialised high schools after completing Grade 7, the bottom line being that it is difficult to pinpoint a particular date or period.

The purpose of “OUTogether: Pathways” is to support young people to leave care and plan a more autonomous life after they come of age.

Some EU practices go to show that when the planning process starts as early as possible, the young person's chances to cope successfully in the post-care period are significantly increased. The aim is to make sure that young people are prepared for the time when they will no longer be in care by engaging in a range of preparation, support and assistance activities in order to obtain the best outcomes for the young person. The latter's involvement in the process, on the other hand, guarantees that the best outcomes will be owned and accepted by the young individual themselves and that they are responsible for their own achievement.

This has to depend on the young person and their individual needs. It can depend on the young person's circumstances, their level of maturity and emotional development. If planning of this process starts at a younger age, it will happen in parallel with developing life skills and it is better this way since, if left for later times, it will be late for the young person to develop a number of independent living skills. It is also important that the young person feels emotionally prepared to move on.

The process of planning for care leaving should be gradual and controlled and include careful preparation (throughcare) and aftercare for the young people.

Aftercare should be in correspondence with the young person's identified needs, providing a suitable support package for as long as required.

## 1.4. Key factors for launching the planning process

Using “*OUTogether: Pathways*” to plan care leaving requires the presence of several factors without which the process would not be useful and effective for the young person. Furthermore, without considering them, the young person would not be able to take the central position in the process and have their individual needs and their right to take responsibility and control over their own life respected.

Firstly, the lead supporting role lies with the KW with whom the young person is engaged personally. This means that they have an established relationship of trust with the KW; they know them well enough to perceive the KW as well-intentioned and trustworthy and are capable of accepting their support. The KW can be the foster parent (in the case of foster care), a social worker or a social educator, a mentor (residential care), close kin (kinship care or placement with friends).

### **The KW:**

- knows well the life of the young person and is informed about the circumstances related to their background (family), the history of their placement in alternative care, their health, education, communication and behaviour, relations with significant people, milestones in their life;
- has a relationship of mutual trust with the young person;
- is professionally involved with the protection system or the social services system;
- organises the meetings with the young person to work on assessment and planning;
- introduces the young person to the set of tools and familiarises them with all aspects of support;
- helps the young person at all stages of the process;
- informs, advises and accompanies during the various steps and the implementation of the plan;
- supports the young person to take decisions concerning the assessment, planning and implementation of the plan;
- It is possible that they quit the support process, if this is jointly agreed with the young person, to be replaced by another Key Worker;
- works with the young person so as to guarantee that the latter's views are understood (My OUTogether Views), their needs - assessed (My OUTogether Assessment), their plan - finalised and reviewed (My OUTogether Plan).
- stays in touch with the young person and keeps themselves informed about the young person's progress.

*Secondly*, it is recommendable that the KW has an idea how they can gradually introduce each topic and the materials included in it – what response they would get if they simply hand the young person the entire folder and ask them to deal with it. They have to be aware that the topics in *“OUTogether: Pathways”* are not meant to be dealt with in a particular order; this is why it is necessary to discuss with the young person which topic will be best to start with and what should come next. Not all questions have significance for each young person. The decision which are the most suitable should be taken jointly. Undergoing assessment and planning should happen in a way and at a rate that are most suitable for the young person.

Thirdly, the young person should get ownership over the assessment and the plan. They should have access to the entire information about themselves, which requires a joint decision as to where to keep the folder (dossier) with all the information, who should have a copy of the folder with the tools, who is to assist with the process. It makes sense that the young person is given the chance to decide on their own who they would like to take part in the through- and aftercare and support, who are the people who play an important part in their life. Besides, it is necessary to take account of all additional support needs the young person might have such as disabilities, special health needs, speech problems.

In this sense, the young person should give their consent for sharing the information contained in *“OUTogether: Pathways”*. They should be clear what they agree to and why. For this very reason, consent for sharing the information should be sought at every stage – prior to and following the process completion.

Perhaps the most sensitive kind of information is contained in the first section **My OUTogether Views**. It is recommended that this information is used only by the young person, the KW and the Social Worker in Charge (except when the young person wishes to share it with another person) inasmuch as to guarantee that the young person's views are presented.

The output of **My OUTogether Assessment** is meant to be shared only if absolutely necessary, however, again with the young person's consent. **My OUTogether Assessment** can contain some private or sensitive information. Careful consideration needs to be given, together with the young person, to the question if the assessment should be shared and why.

It is recommended that copies of **My OUTogether Plan** are submitted to the people who are to provide the support but, again, after obtaining the young person's consent. It makes sense to take account of the expediency of sharing private or sensitive information.

Each section of the Tool contains a field for the young person to give their consent to share the information. The reasons for wishing to share such information are explained to the young person and discussed with them so that they can clearly understand the reasons for sharing the information, especially when these concern guaranteeing their own or somebody else's safety.

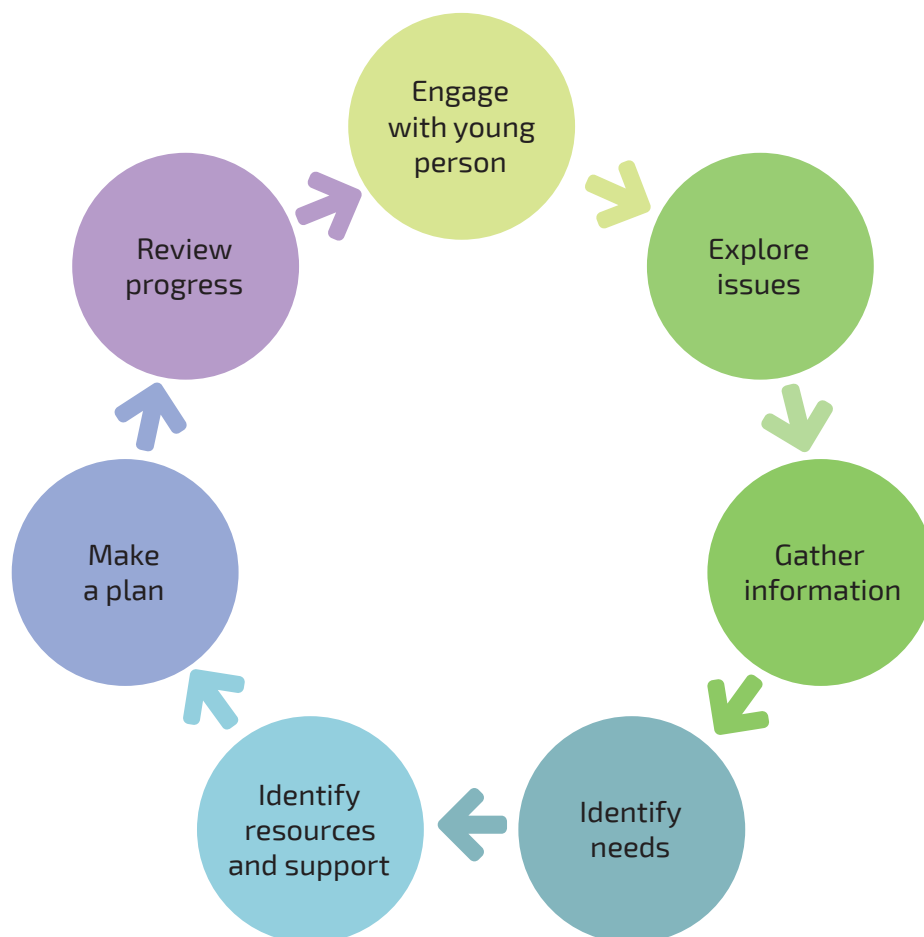
The Consent Agreement can be changed by the young person at any time.

## 1.5. Model of cyclicity

**“OUTogether: Pathways”** provides the framework to ensure that relevant areas are covered as part of the overall assessment and planning process for throughcare and after-care.

Inevitably, the young person's views and needs will change over time. Sticking to this model will guarantee that at any time of change it is possible to respond to these changing wishes and needs, revise the existing plans and evaluate progress. It is also important that the individual agencies and supporters work together and are involved at all stages of support provision.

The model for the work in each area is as follows:



**“OUTogether: Pathways”** is a starting point for the process. Working with the Tool can highlight other needs and specific issues with which the young person should cope, helped by the support network.

The following are important considerations when it comes to ensuring continuity, intensity and flexibility of support:

- **Give thought to and identify who has positive, supportive relationships with the young person and who is already involved in the young person's life.** Consider in which areas there is no such person.
- **Can particular agencies or people assist in completing parts of "OUTogether: Pathways"?**
  - Different people may assist with different sections, e.g. a careers adviser may help with the *Learning & Work* section, a housing adviser may help with *Where I Live* section.
  - The Social Worker in Charge should ensure that everyone works together to support the young person throughout the process.
- **Records kept with the service provider for services used by the young person contain important factual information**
  - Review of the documentation concerning previous periods of the young person's life: medical documents, documents for completion of a particular grade or level of education, needs assessments, care plans, monitoring and information gathering protocols, previous reviews of action/ care plans.
- **The order in which the Pathways sections appear does not necessarily have to be followed.**
  - The different sections in the Tool can be used in a different order than the one in which they appear.
  - This should be judged by the young person and in correspondence with their level of readiness to complete the sections on a specific topic.
  - As a start it is sufficient just to introduce the young person to the introductory sections.
  - The KW should keep aside the rest of the sections until it is the right time to work through them.
- **The existing information may differ from the point of view and facts shared by the young person.**
  - The tools are used for additional information to be added, with all relevant information being held together.
  - Check existing information covers all the key areas that are covered in Pathways.
- **Use additional materials and tools where they will be helpful:**
  - Some sections of Pathways may provide a useful starting point from where other, more in-depth work can follow on.
  - Opportunities for the use of other methods to encourage young people to engage with Pathways, e.g. by using computer technology.
- **Insert useful information and signpost local resources:**

The Pathways folder can be used to keep copies of useful leaflets, information materials, helpful phone numbers, etc.

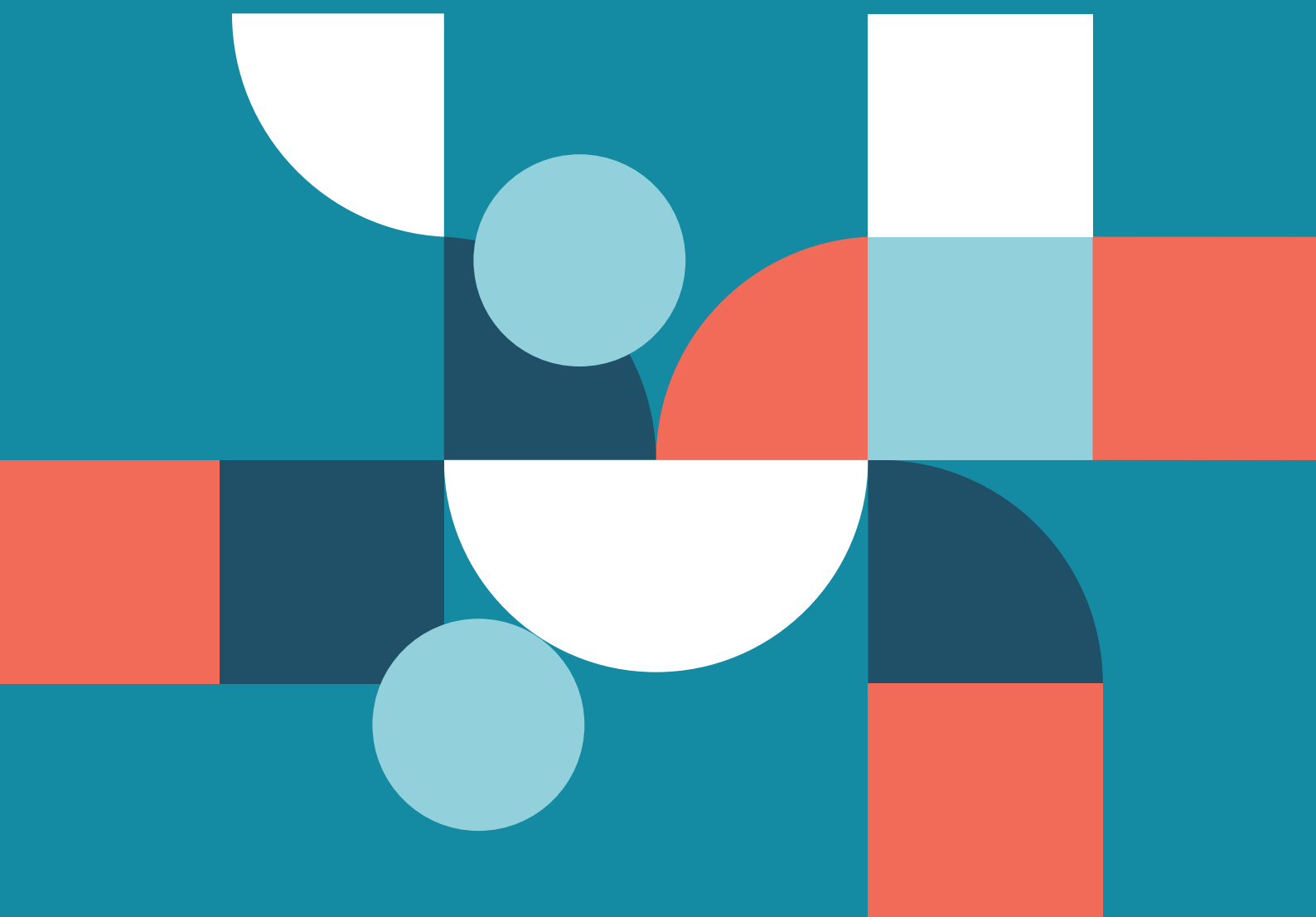
## 1.6. Initial Agreement

With each young person whose needs need to be assessed, the Social Worker in Charge signs a written agreement, including:

- a) the name of the key worker in charge of coordinating the work on the application of the tools who is supporting the young person;
- b) timetable for work with the tools; when the work will start; when the progress review is due.
- c) the persons who should be informed about the objectives of the assessment and planning tools, including the legal representatives of the young person if they have not come of age yet.
- d) all other people/ agencies who/which might be able to help in the process.

The form of the signed agreement should be copied and sent to all listed in the agreement. Make sure to send a copy to the young person's parents, family members or carers.

# SECTION II Mechanism and Process of Developing “OUTogether: Pathways”



## 2.1. Instructions for completion of Background Information

The young person should have a compilation of important information that concerns them or might be needed any time. This information can be used as a guide when completing forms, finding addresses or applying for a job, etc.

### ➤ **General information:**

The majority of this information is contained in key documents provided by other agencies or persons.

### ➤ **Useful contacts:**

A contact list including people who the young person might need to get in touch with: names, telephone numbers, updated contact details.

### ➤ **Other information:**

Any other information, including details of other achievements: certificates, references, photographs, information leaflets, brochures.

### ➤ **Recommendations:**

Update and add at any time new information, contact details, photographs, leaflets, etc. Encourage the young person to decide what this part of the folder with materials should contain and make their own additions to it.

## 2.2. Instructions for work in the sections “My OUTogether Views”, “My OUTogether Assessment” and “My OUTogether Plan”

### › My OUTogether Views

Each topic in the Tool, as explained above, is elaborated under three sections the sequence of which needs to be observed. Each topic starts with the young person's views (*My OUTogether Views*) covered in several main questions.

*My OUTogether Views* is a tool meant to help the young person express their views and wishes, and identify their needs. Some of the questions may not be relevant to the young person – they should simply be left aside, the work being focused on the relevant questions/ issues.

The first question with which the KW is faced, when starting the work on this section, is whether the young person is ready to start working with the Tool on a particular topic. If they are not ready yet, discuss and agree with them a suitable time to introduce the topics. Discuss and decide together which topic is best to start with. Does the young person feel comfortable to write down their initial thoughts on the subject? Have an informal discussion on the issues concerned. You can use an empty form to take notes.

Some of the questions can be handled independently while others might require the KW's support. Bearing in mind that a lot of the questions concern issues too personal for the young person, trust in the supportive social worker is of key importance to enable the youth to express their views.

Completing this section depends on the rate of reflection on the part of the young person. Use different methods that can help the young person express their views (see Section III). Use techniques and tools making it easier for the young person to express their thoughts and feelings on the subject under consideration.

Many of the questions in this section map out directions for further exploration, assessment and planning on the various topics.

### › My OUTogether Assessment

When the questions in the first section are completed, the young person, supported by the KW, proceeds to assessment of the current situation, identifying their current needs, as well as the possible support that might help them in their throughcare and aftercare (*My OUTogether Assessment*). What the young person identified as problematic under the respective topic in the first section here gets transformed as a need for a proactive intervention or support.

The assessment section on the respective topic is completed by the young person, together with the KW, and is discussed at a designated meeting jointly with the SWC. Any differences in opinion concerning the needs assessment should be written down. The assessment is the professional understanding of the meaning and significance of the information presented by the young person and the rest of the persons responsible, as well as the young person's views on the subject.

➔ *When carrying out the assessment under the respective topic, think about the young person, not about the decisions and recommendations you will take or make in planning their course in life. Decide about their current needs, see the problems they have identified, take into account their personal evaluation of the resources, help them discover and think over their own resources!*

The section ends with Consent for Information Sharing. By signing the consent field the young person agrees that the agencies or people listed in the assessment section can receive information contained in it. Each assessment section should be considered on its own. For example, the young person may be happy for information in Where I Live to be shared with a housing agency but may not want this agency to have information contained in the *Family & Friends* section.

Information from *My OUTogether Assessment* is to be shared for the following reasons:

- to help make sure the young person receives support from particular services;
- for the young person to get reassured that they will receive aftercare too;
- so the young person does not have to answer again the same questions concerning them in a different setting and before unfamiliar people.

### ➤ **My OUTogether Plan**

The third important step in working with the Tool is planning the support in the respective area. Planning is identifying particular activities to enable the young person to live an independent and dignified life after leaving care. For each of the topics/ areas a plan is developed on the basis of the young person's views and their identified and assessed needs.

Write down the dates on which the plan is completed and agreed.

Pay attention to the people and agencies to be involved according to the plan (jointly agreed with the young person in advance).

The *Comments* column can be used to record any relevant information such as:

- who are the people who received a copy of the plan;
- key/ priority issues arising from the plan
- other relevant plans in this area and the way they are being/ have been carried out.

It is important to note that the young person cannot always be successful in their first steps in the adult world and, because of this, they need more support compared to others. The plan has to take this into account and foresee the potential risks and how these can be minimised.

The plan is discussed with the SWC. They sign the plan and agree it.

## 2.3. Guidelines for review of progress with the plan

The plan progress review is undertaken periodically by the young person and the KW, with the participation of the SWC, but no less frequently than once every three months. The plan progress review gives the young person confidence that they get support corresponding to their needs and that this support is targeted, planned and based on their current needs. The review provides an opportunity to judge every unexpected development and leads to revisiting the objectives set and the activities identified in the respective area. The young person's views are at the centre of the process.

A Plan Progress Review must be arranged:

- if the young person asks for one;
- if the SWC asks for one;
- if any of the people or agencies included in the plan asks for one;
- at least every three months.

Bear in mind the following objectives when carrying out plan progress review:

- Check that the goals and milestones are still right for the young person and are being achieved;
- Set new targets if the young person has achieved the plans previously identified;
- Make sure that levels of support are adequate and are being delivered according to plan;
- Take account of any unexpected developments and revise the plan accordingly;
- Use the plan progress review as an opportunity to record the outcomes of any actions taken at an earlier date and consider what works and achieves best results for the young person;
- The views of the young person will again be central to this process and must be sought in reviewing the plan and setting new objectives;
- Make sure the support and partnership provided are working effectively;
- Ensure that any difficulties are identified and encourage the young person to be aware of this;
- Make sure the young person receives positive encouragement;
- Make sure all achievements, big or small, are recognised and celebrated.

Follow these steps to do the plan progress review:

- Identify the best moment for the first plan progress review;
- Discuss and agree with the young person when the review meeting will take place,

who will be present and where it will be held. The young person should be encouraged and supported to take the lead in reviewing the progress.

- Write down the outcomes of the discussion during the meeting on the review page.
- Pay attention to whether: there is a need for some of the topics to be revised under the respective section; which views of the young person's have changed (My OUTogether Views); a more recent needs assessment is needed (My OUTogether Assessment); a new plan is needed (My OUTogether Plan).
- Discuss with the young person which sections need updated.
- Complete again the forms for the areas or the respective sections in them, if necessary.
- Compare with the results from the previous plan progress review (if there is one).
- Agree a date for the next review meeting.

**The Pathways process should continue until all parties are satisfied that the young person has been successfully supported towards realising their goals.**

# SECTION II

## Exploration, Assessment and Planning Methods that Can be Used in Developing “OUTogether: Pathways”



*Completing “OUTogether: Pathways” happens through the use of various **methods** – interview, observation, situation analysis, documentation review, sharing methods, communication mediation methods, etc. The variety and correct application of the methods used is a precondition for objectivity and reliability in ensuring the young person has set realistic objectives and is achieving them.*

## 3.1. Methods for exploration and presentation of the young person's views

The case documentation for the young person – contents of the dossier, school reports, reports from previous protection measures, social services reports.

- Certificates, reference letters, pictures, information leaflets, brochures.
- Letters, picture albums, liaison with people from previous placements.
- Interview with professionals employed at the place of accommodation (placement)/ the care, with the SWC, with teachers, coaches, neighbours, other people close to the young person.
- Interview with the young person, their relatives and close friends.
- Observation – direct, indirect.
- Techniques facilitating the young person to express themselves.

### 3.1.1. Interview. Types of interview

The interview is the main method for expression for the young person's views. It is used for exploration of data, facts, events but also for exploration of experiences, attitudes, motivations, social ideas, values, norms and standards, etc., for which words are the only way to exist, which requires discourse exploration. Meanwhile, the interview carries valuable information as to who the young person is, what they feel and go through – this is information beyond, behind the words.

#### ➤ Guided interview

The KW takes the role of interviewer and they use a number of questions which are at the heart of *My OUTogether Views*. Unlike the standard interview in social work where the interviewer should obtain answers to questions asked, here the interviewer should encourage the young person to seek answers on their own and express them in writing under the various area sections. The professional skills consist in the conversation being guided in such a way that the relevant information is obtained by a minimum number of direct questions. Do not ask the questions following the logic of the topics in each area; instead, try to cover in the discussion the topics of interest to the young person. Listen

carefully and actively. With this type of interview the interviewer's role is to listen rather than speak, be empathic and authentic, try to understand and accept the young person so that a real sharing of essential information about the young person is achieved. The interviewer should not engage in arguments, use direct questions, judge or moralise. They need to develop the required skills to understand the psychological aspects behind the way the young person speaks. .

### ➤ **Focalised or focused interview**

This is an interview to explore a particular area and go deeper in it. Its success depends on the KW's skill to identify important data, significant details in the conversation and in an appropriate way in a suitable moment to lead the discussion deeper into them.

*The Life Story* is a very effective technique allowing analysis of both facts and relations. It can be applied as an autobiographic or a psychobiographic story. The psychobiographic life story has a wider field of application in the exploration phase of the work. With it the expectation is for the young person to share the important events in their life, the memories that go with them in the form of feelings, relations. The expectation is also to identify the successes or failures in different areas. The importance of the life story lies with the fact that it is a lead technique with the approach which is at the heart of the "*OUTogether: Pathways*", namely reliance on the young person's strengths and resources. It is good to use it to explore how the young person takes their own story, what they believe is the dominant story for them, what their self-image is. Additional techniques, such as photolanguage, life line, etc. can be used with the life story.

*Strengths-oriented interview* – this is an interview helping one to discover their strengths and resources and guiding them towards self-knowledge. For example: "What do you think helped you cope with this situation?"

### ➤ **Specifics of the first interview**

In the course of preparation for the first meeting with the young person, Shulman<sup>5</sup> recommends the 'tuning-in'-to-the-person technique. "Tuning in presupposes preliminary efforts by the social worker to get in touch with the potential feelings and concerns the young person brings into the meeting. The purpose is for the social worker to become a more sensitive receiver of the indirect message conveyed by the client at the first meeting. The indirect messages are defined by Shulman as misgivings, not directly expressed, as to whether the social worker, in their capacity of a professional and a human, will understand the client's problem.

In the course of establishing the contact, the KW should seek to achieve two main objectives:

- build in the young person a sense of security and acceptance;
- begin to understand what the young person is saying, as a step towards understanding them.

Building a sense of security means that the person has achieved a sense of confidence that they can freely present their problem and rely on responsiveness and attention. In order to achieve this security, account should be taken of the setting in which the meeting takes place and the importance of the KW's own behaviour.

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5. Shulman, L. *The Skills of Helping: Individuals and Groups*

The inner confidence has to do with the KW's professional and personal skills. The way the person is met, invited in and asked to sit down is indicative of the level of our readiness to talk to them. The interviewer presenting themselves is not to be underestimated either. Very often no attention is paid to it, based on the assumption that the young person knows who they are and what they can expect. The way one is addressed at the first meeting expresses an attitude to the young person. It is important that the KW gives this some thought.

Reflecting the feelings of the young person is often a recommended technique not only during the first discussion. It makes sense prior to the discussion to ask how the young person feels and 'reflect' i.e. render our impression: "You look frozen cold. Perhaps it was not easy to get here".

## ➤ Interviewing Techniques

It will be good that the KW is able to be well-intentioned but neutral, shows interest, commitment, empathy, non-bias, does not judge or moralise, is not authoritative, does not assess or argue, does not take themselves too seriously, does not 'act' like an expert.

Negotiation is a technique used throughout the process – starting from agreeing the objectives, rules, times, involvement, etc. to agreeing on and sharing what was understood, reflecting it in the young person's folder and deciding when the next meeting will be.

Building trust is the result of the overall capacity of the KW to be authentic, empathic, and can be expressed through the so-called techniques for reflecting the feelings and experiences, for example "you seem worried...", "I understand from what you are saying that you felt...at the time, did not you?"

The most important technique is listening, coupled with careful observation. By listening we seek to grasp the personal meaning and significance for the young person of what they say. Words and phrases are ambiguous and in order to understand what was said, it is important that the KW is listening very attentively and calmly, trying to understand. They will need true 'curiosity' i.e. not to rush into conclusions but listen and ask away until they are indeed sure that they understood the young person's view on the subject.

Questions are an overestimated technique, their direct overuse possibly giving a feeling that one is being interrogated. They should encourage the young person to express themselves, not shut them up. This is why it is important that they should be asked as techniques for clarification of what was shared, having arisen from what the young person said - "You said that you'd tell me a bit more about this...", "At the start of our conversation you mentioned...Can you please tell me what this means to you...?". It makes sense to couple these with feedback on one's understanding - "If I got you right..., "I suppose that ...", "Would you....". It is also important that these are addressed to the person, not the problem - "How did you feel at the time?", "What is it you found interesting?", "What did you wish at the time?", etc.

„*Unsuccessful techniques*“ that should not be used are the misleading questions, closed questions, the question "why?", aggressive response, diagnosing, interrupting, abrupt change of topic, etc.

### 3.1.2. Observation

Observation is a very important method that can support the young person in expressing their own thoughts, feelings and views.

**The direct free observation** is a professional perspective; it is used without sticking to a previously developed pattern of observation. Its effectiveness depends on the sensitivity of the observer, the objectives and the observer's ability to 'watch'. The data from the observation need to be 'fed back' to the young person in a particular way during or immediately after the observation.

#### Indirect observation by other observers

With this kind of observation, we use data from other observers who have natural access to snippets of the young person's life. The most important thing for them is to observe without judging or interpreting. This can be facilitated by the use of tables and charts/diagrams developed in advance.

#### Indirect observation of speech:

- Observation through the narrative of carers or other people who know the young person - about the latter's life story, on the questions contained in the Tool under each topic. It is important to ask them specific things and ensure they are guided not to judge or generalise.
- Observation through analysis of the available documentation, incl. letters, school records and other achievements, etc. It is important to bear in mind who developed the document, for whom, when, under what circumstances so as to get a reliable analysis.
- Observation through the young person's speech, language, the words they use; the meaning they bring, the attitudes expressed in this way. This is about interpreting oral or written speech, based on which it is decided what information is required. Here again it is about speech analysis and interpretation and what it shows about the speaker.

### 3.1.3. Techniques facilitating the young person's expressing themselves

#### ➤ The Genogram

The genogram is a structured diagram of the intra-family relations that goes back at least three generations. It was proposed by Bowen in 1978 as part of the family therapy approach studying several generations back. Its purpose is to demonstrate how behavioural patterns and intra-family relations are passed down from one generation to another and how events such as death, illness, huge professional success, change of place of residence, etc. affect modern behavioural patterns, as well as the dyads and triangulations within the family system. Genograms give one an overall picture and illustrate intra-family relations, based on information about the family. The aim is to get a diagram reflecting the history of the extended family, covering as a minimum three generations.

Working with genograms for the purposes of *"OUTogether: Pathways"* helps the young person give some thought to their relationships and intra-family relations and attribute them their own, personal meaning as to the extent to which they have an impact and can be used as a resource in the future. Besides, reflecting on these gives the young person the opportunity to identify their personal needs in relation to their relationships with family members.

### **Instructions for developing genograms**

The genogram is to be made together with the young person; however, the rule is if there is a close family member, they too are included in the meeting and putting together the genogram. The conversation usually starts with a description of the family history from the time the parents met up until the present moment, in full details. Next the story of both the mother's and the father's extended family is discussed. Here information about the parents and siblings of both the mother and the father is needed, as well as information about the emotional atmosphere in the parents' families, who had what relationships of emotional intimacy, emotional interdependence, distance and conflicts. The precise dates of events that happened in the parental systems are important because they correlate with events in the nuclear family. Possible questions include: What is the origin of your name? On which side of the genogram your grandfather and grandmother are more important? For which pair do you know more? Who are the people who give you strength? Who are the people who make you feel weaker? Which family member helped you choose...?

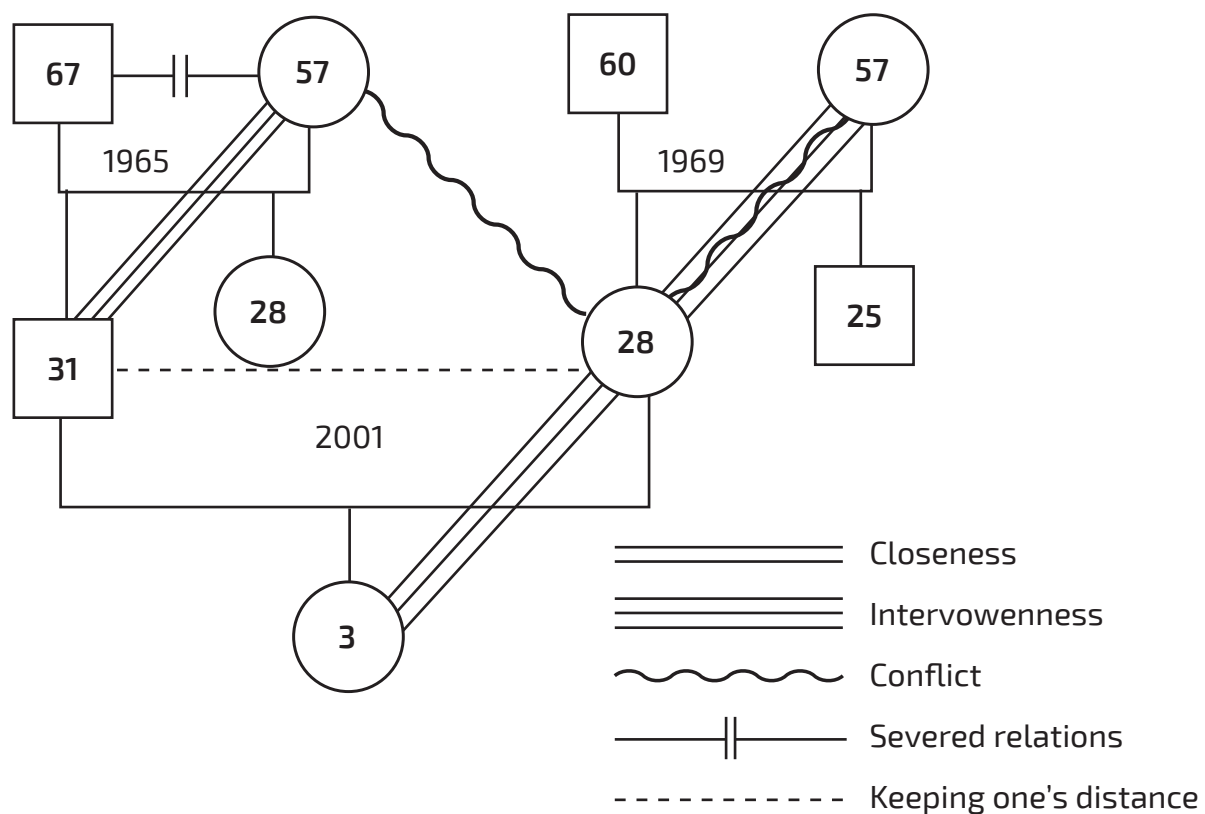
Myths and secrets are vitally important for the family functioning. Each family has a family myth and the family needs to name it. The family myths are a complex system of perceiving the world, the past and the present, giving the family a sense of identity, uniqueness and strength. This serves as a filter through which particular information is admitted selectively, this information being selectively noticed and even actively sought by family members, while they remain deaf and blind to other information. Think about information that is missing. Who do you need to put your questions to? Are there secrets in the family (skeletons in the cupboard)?

A large proportion of the rules and roles within the family are defined by the relationships within the family. Traditions, values and attitudes are recurring. This can be linked also to loyalty and the duty that takes us to our parents and to life. Even children abandoned by their parents have their duty to them and often repeat the model of their parents' doing.

Family mythology does not only filter information but also decides which part of it will remain secret. Usually people do not talk about things that are frightening, shameful, or can serve as a bad example. Each family secret (skeleton in the cupboard) usually subdues or possesses the entire life of the family.

### **Signs used in putting together genograms**

When putting together genograms, we use symbols/signs, putting at the same level the members of the family from the same generation and designating the kind of relations between the various family members.



### ➤ The Ecomap

Similarly to the genogram there is the ecomap, which is yet another tool helping one to understand and reflect on the relationships and the continuity in human relations. For the purposes of *"OUTogether: Pathways"*, the ecomap can be used for consideration of the relationships within the foster family where the young person is placed.

The ecomap considers the current relationships with other individuals and the community. It is a schematic snapshot of the specific life situation in the young person's family (the foster family) and its external environment. Not only does it document the relations among the family members and the outside world but it also provides a way of visualising the quality of these relationships, both the positive and encouraging ones and the negative, caused by conflict or stress.

The Ecomap was developed in 1975 by Dr. Ann Hartman who has a contribution for the creation and development of the genogram.

The ecomap presents:

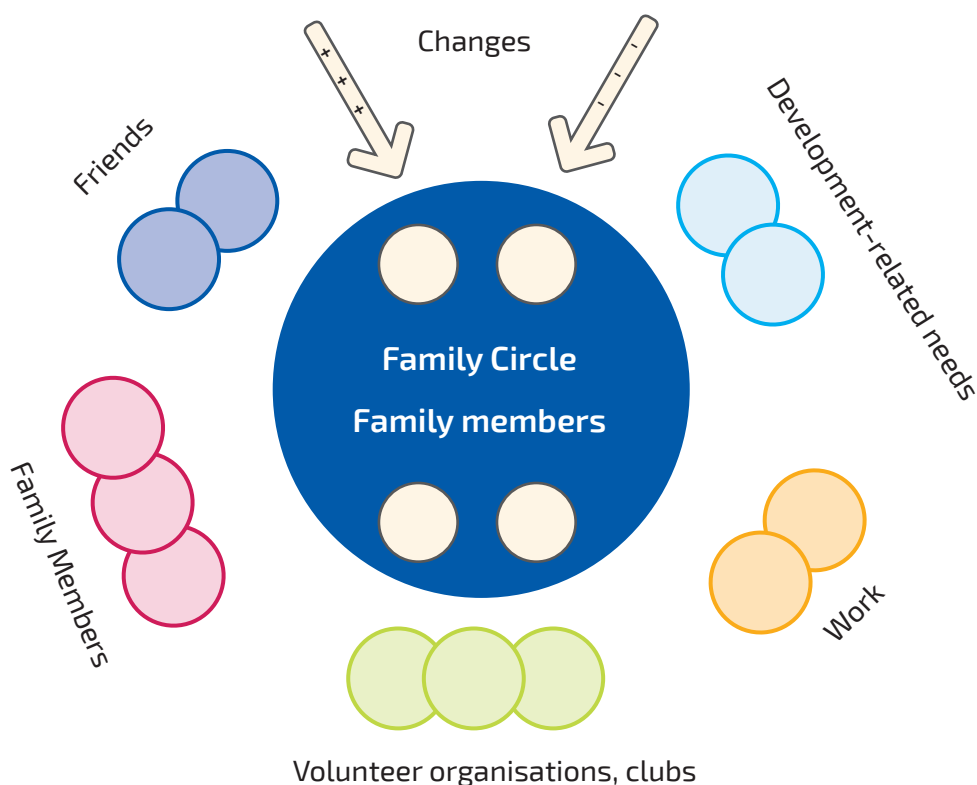
- The family and its members; the family dynamics and the type of interrelations feeding it.
- Friends and members of the extended family significant for the young person;
- The way in which each single family member is connected to social support systems; for example: housing assistance, income assistance, counselling, justice programmes, etc. and the quality of these connections;

- The way in which each individual family member is connected to the community resources which are important for well-being and development (medical, social, educational and other services);
- employment and incomes;
- groups and volunteer networks (religious communities, clubs, volunteers);
- changes and transitions in the life of the young person and their family that can be classified as positive or negative (moving, new member of the family, new development-related needs, family separation, death and other loss).

The types of connections and dependencies between and among all circles are reflected.

Date: .....

Name of client: .....



For the type of relationships use the following key:

|           |                                         |
|-----------|-----------------------------------------|
| —————     | strong postive relationship             |
| - - - - - | weak relationship                       |
| ///       | severed relationship                    |
| ~~~~~     | relationship full of tension and stress |

### ***Instructions for developing an ecomap***

The large circle in the centre represents the family. This circle holds smaller circles/squares representing the family members with their names written on them. For the sake of presenting the members, the established set of symbols for genograms can be used, including who is the young person with whom the work is undertaken. The different kind of lines symbolise the quality of the relationships between the family members.

The circles in the upper left corner of the map represent friends and members of the extended family. The significant members of the family are identified, as well as the friends who are in one way or another important to the family; their names get written in the circles.

The next thing is to draw lines from the circles to the family to represent the relationships – uninterrupted line for a strong, positive relationship; a dotted line for a weak relationship; and a curvy line and a crossed line for relationships full of tension or stress or for severed relationships.

The circles on the right designated as “Development-related needs”, represent the community resources important for the well-being and development of the family. These can include medical services, schools, kindergartens and such like. And again, the relationship can be positive, stressful or weak. You can add circles if needed.

The circles in the lower right corner represent “Work and incomes”. Here we show what the family members are doing for a living and if they get additional incomes, for example social benefits or allowances.

The remaining circles represent “Groups and volunteer networks” in the community where the client belongs. These can include the church, clubs, alliances or unions, volunteer work. You can add as many circles as needed and show what the relationship with the family is.

If the relationship represented by a given circle refers to only one member of the family, you can draw the line from the circle to the respective family member. Otherwise, the line goes to the big circle for the family.

At the top there is some space for noting down changes and transitions within the family. These can include moving (change of place of residence), a new job, a new member of the family, a disease in the family, new development-related needs, a divorce, death or other loss. As one can see, these changes or transitions can be classified as positive or negative.

The ecomap helps reconsider if the boundaries between the family and its environment are open or closed. Families with flexible, open boundaries have healthy interrelations with people outside the family. These allow individual family members to develop autonomous relationships while maintaining the intra-family relationships. Families with closed boundaries have less contact with the outside world and tend to be suspicious of the world. The family members close up and sometimes get depressed, since there is nothing to influence their relationships and way of thinking. This is particularly important for identifying the young person's needs, especially if they live in a foster family.

## ➤ Photolanguage, family photographs and photos of oneself

Using photos of oneself is a means of reflecting on one's identity during different periods in one's life, as well as on the nature of the relationships with various people significant for the young person – people from previous placements, friends, peers, schoolmates, teachers, etc. Photographs can be used when the KW and the young person themselves cannot come up with significant people from the past or present or when the young person is not in a position to remember essential past events or other significant things. Looking through photographs together can continue in the space of several meetings.

The KW does not give specific instructions on the choice of photographs. The very choice is quite significant because the young person goes through the intense process of selection and reaching a definitive decision. When working with family pictures, three pictures are absolutely sufficient to discuss the main topic – relations within the family, giving each member of the family 10 minutes. It is important to identify what periods, phases of the family life are reflected in the pictures. It is also important to create an atmosphere in which the young person feels relaxed and free to give a narrative. They are asked to present the photos of their choice and say why they chose them out of all photos, what they mean to them, what associations, feelings and thoughts they trigger, who are the people on the pictures, on what occasion they were taken, how the family looked then, what is different now. Special significance is attached to the order of showing the pictures – which comes first and last, the time each takes to be presented – fast or slow presentation, the extent of interest or anxiety shown, which of the family members are missed out. The choice of pictures can be associated with what the young person finds important now.

You can ask the following questions: Who are the people on the photo? Who took the picture? Do you remember what happened during the picture-taking? Tell me about the setting.

As symbolic objects thematic pictures can be used, or generally pictures, cards, helping one to express better their experience in a current, past or future situation through the associations the images evoke in them.

## ➤ Life Line

The Life Line is a technique that helps the young person tell about important stages in their life, order them chronologically and judge them subjectively as experiences, providing us with an opportunity to ask about details, feelings, people, events or incidents. It also provides information as to the extent to which they know their own story, if there are gaps in it, what experiences they had during these different periods and events.

There are no strict requirements for the use of this technique. The Life Line is placed horizontally on a larger sheet of paper, the left-hand side being where the Life Line starts with a person's birth and the right-hand side being as far as where the Life Line reaches the current situation, describing in several words one's life as it is today.

The events that will find their place and will be ordered on the Life Line are identified by means of questions around important moments and reflected on the Life Line using a shape, a bullet point, a photo, a word, a drawing or another symbol. One can start with writing down the birthdate on the first designated spot. Ask the young person if they know on which day of the week they were born and at what time and ask them to add this information to the spot. Then you can ask them to put a label saying; "I was born on this day". Challenge them to think about other days in their life which are important in their personal story. Invite them to think about things like the birth of their siblings, places where they

lived, their first days in school and first vacations. Help them write down the events elsewhere first, without worrying about the order, and then, together, transfer them onto the Life Line. Complete this process by reaching the present time. Let the young person decorate their timeline in different colours, including nice and not-so-nice events; they can place the nice ones above the line, while the sadder ones - below the line. It would be good for them to tell the story of this child, to tell a story about themselves. This technique can be combined with exploring the relations with a particular person, the relationships being possibly depicted with different kind of lines depending on their nature: for example, a good relationship - with an uninterrupted line, a dotted line with one little cross line - a difficult relationship, a dotted line with a cross (two little crossed lines) - a very difficult relationship. Relationships can be ambivalent and depicted by more than one symbol.

## 3.2. Assessment and planning methods

### 3.2.1. Analysing and interpreting

The expression of the young person's views, the information about the young person i.e. data, facts, stories, experiences, etc. are analysed in terms of their significance. The assessment is analysis of how the young person is coping currently, where they want to be and what support they need. Whatever the young person has identified as a problem, when expressing their views, is to be analysed in order to identify the need behind it for pro-active intervention or support.

The analysis is not a description; neither is it a collection of data; rather, it is the outcome of reflecting on it through generalisation, differentiation, grouping, interpreting. It is important to differentiate between data, facts, shared thoughts and feelings and professional generalised conclusions. Summarising the information provided in the first section is part of the analysis which presupposes collection of the most important data, drawing a conclusion, based on the summarisation/ generalisation exercise.

In essence, analysis is the interpretation of the meaning of the collective information. The information should be subjected to analysis and interpretation correctly i.e. not selectively, not in line with the desires and views of the particular supporter or Social Worker in Charge. In other words, it is important to interpret the entire available information, not just the part of it that complies with their preliminary hypotheses.

The verbal and non-verbal signs to pick from an interview, observation, documentation review, etc. are ambiguous. Each specialist knows that the meaning of the message contained in these signs is strongly subjective and can be understood if the professionals have the relevant competencies.

Interpretation and reflection as part of assessment should rest on the specific set of knowledge about the person, their situation and needs. The analysis is at the heart of the needs assessment exercise which expresses the link between the data collected about the state of the young person (emotional, intellectual, physical, behavioural) and their difficulties, family situation, social situation in life.

### 3.2.2 Objective setting

The *objective setting* method defines the ways and steps in which objectives in the plan are formulated and reached. It makes sense to formulate the objectives in *OUTogether, Planning* as objectives of the young person, not for the young person. The plan should be their *own personal project*. To do this, the following steps should be followed:

- Identifying personal objectives;
- Setting the objectives in the timeframe of the future;
- Implementing the objectives one by one, the objectives being set as an activity in the personal project in the form of a plan;
- Planning the results;
- Evaluation of the outcome of your plan.

The objectives can be related to several aspects in the young person's personal project:

- *Know* – related to training, understanding, knowledge, information;
- *Do* – related to skills, achievements, opportunities to implement something one devised;
- *Get* – related to material achievements and possessions;
- *Communicate* – related to problem-solving, seeking support and achieving closeness with others;
- *Be* – related to states and achievements of the personality.

Good objectives are (the SMART concept):

- *Specific* – clearly defined, concrete, aimed at precisely what is going to change, what is the level of the achievement, what is the deadline, positively formulated;
- *Measurable* – with specified indicators to judge the extent of achievement, with a clearly defined indication that the objective has been achieved;
- *Achievable* – the objective should be accepted and understood by the person setting it; it should be within their powers to achieve it, the success or failure should be in their hands, not in the hands of others.
- *Realistic* – should take realistic account of the capabilities and resources of the person, the environment, the support network; considering resources such as interests, health, time, physical capabilities, knowledge and skills;
- *Time-bound* – achievable within a given timeframe (for example, 1 week; 3, 4, 6 months).

### 3.2.3. Contracting

The plan is, on the one hand, a personal project of the young person's. On the other hand, the plan is a contract between the young person and the SWC as a representative of the responsible institution; a contract between responsible people, able to act and, respectively, take responsibility for their change and the achievement of the objectives set. In this sense, the contract means transition from a passive to an active vision of the young person; no relationship of dependence is created, the process of change being built gradually and jointly; contracting is a key component of the entire process of transforming the relationship with the KW and other members of the care team: from a rigorous and dependency-based one to one based on interconnectedness and stimulating autonomy with a view to the young care leaver regaining their self-respect and self-worth. By signing such a contract one avoids the lapse into a paternalistic approach in which the young person is in a position of subordination, which over time triggers passive behaviour and invariably leads to the institutionalisation syndrome i.e. resignation and acceptance of the status of protection and waiving one's rights.

## 3.3. Theoretical props helping with assessment and planning

### 3.3.1. Emotional needs analysis

The needs of a human being express the latter's connection with the outside world and contain necessities which, if not met, result in hampered human functioning, not fulfilling one's potential and often also suffering much severer consequences. Emotional needs most often than not are defined as the need to connect with another, a need for acceptance, belonging and investment.

Acceptance means that an adult, parent, professional has acknowledged the child as a human being, not an object i.e. unconditionally; in other words, not in line with their own desires but rather in line with the child's desires; they engage with the child, talk to them, try to understand their wishes, expresses emotional warmth, tries to provide secure and constant care. It is precisely on the basis of acceptance that the relationship is built, as well as the child's capacity to establish and develop relationships. The opposite of acceptance is rejection, neglect of emotional needs, violence, abuse, maltreatment. A child who grew up in alternative care often has difficulties in their relationships due to their not being insufficiently accepted as a unique human being, which the child might experience as rejection, neglect or violence.

Belonging is largely also a result of acceptance and is a prop for any person, providing a basis for growth and identity. Props are built on and sometimes they might replace a missing one. When belonging to the family is missing due to abandonment, rejection, violence, the child can develop a sense of belonging to a different community of people - something towards which these people should work too. The wealth of props comes from belonging to more communities and structures - kin, neighbourhood, borough, school, class, football team, etc.

Investment is the willingness and efforts on the part of adults in relation to the child, their desire and aspiration for the child to be happy, developed, successful, etc., their expectation for the child to be such. This is why the treatment of the professionals who take care of a child is important too, as an investment in the child.

The satisfaction of emotional needs has a fundamental meaning throughout the person's life, but most significantly in early childhood. Having their emotional needs met gives the child a sense of security, self-value and desire to develop.

### 3.3.2. Identity

Identity is the individual understanding of a person about themselves, as a separate being. It is that construct that helps them feel a sense of self-sameness, consistency, perspectiveness and continuity. Identity is what makes the individual a full-fledged I, different from the rest but also connected with them.

Broadly speaking, the concept of identity is associated with the self-determination of the personality in the context of contacts with others. The concept is introduced by Eric Erikson after World War II "in order to reinstate security in some sustainable notion of themselves".

Under the influence of E. Erikson and A. Smith (1991), we talk about individual and collective identity. Individual identity is the acknowledged sameness of the individual with themselves over time. Meanwhile, the individual aspires to interiorisation with the group culture of the group in which they live. This integration happens through gestures, language, play, imitation. If the group members are aware of the group's constancy over time and self-sameness, then this conscious sharing gives birth to collective identity. The idea of the multiple identities follows naturally from the different roles in the life of each individual – family-related, gender-related, spatial, professional, religious and ethnic.

### 3.3.2. Emotions

Emotions are an expression of the attitude of the child or young person towards the world and the way they perceive themselves (D. Viscott, 1993). A certain objective law in the development of emotions is registered – positive emotions emerge later than negative. According to some psychologists, for a given positive emotion to emerge such as active joy, a smile, etc., a more active contact with the environment and some already accumulated experience are required.

#### ➤ Basic emotions:

*Interest and Curiosity* – according to Piaget the child builds their "picture of the world" through cognitive actions. "Cognitive actions targeted at reproduction of objects trigger one's curiosity; however, once triggered, curiosity maintains the wide application of cognitive actions" (R. Stamatov).

*Joy* – the child is born with the predisposition to feel joy. Joy is associated also with pleasure. Joy strengthens attachment. From a very early age (4-6 months) children are able to recognise joy – this is studied and proven. Joy incites the child towards altruistic acts and is related to empathy.

*Fear* – one of the emotions experienced the earliest which is associated with the feeling that the child has doubts about security and safety in a particular situation. The most common types of fear are: fear from unknown adults (emerges around 7-9 months old), fear of the dark (after 1-1,5 years of age), fear of animals (after 1,6 - 2 years of age). Interpreting a particular event as causing fear requires specific cognitive experience and some self-knowledge ("I am afraid", "I'm frightened").

*Anxiety (helplessness)* – anxiety appears when there is a threat of disruption of the closeness, the relationship between the child and their mother. Anxiety is an expression of protest against separation, which is of great significance for existing, for reality happening as an 'event' (Z. Freud). Sometimes anxiety is associated with fear of losing one's identity. For the young child separation is not just severing an external connection; it is also a loss of a part of them.

*Suffering and Depression* – suffering is an emotion which comes with continuous and strong stimulation (for example, physical pain, disappointment, loss). Suffering can emerge from the very memory of it. There is a link between suffering, fear and anger. One of the reasons for suffering is the loss of a person with whom one was close. According to J. Bowlby suffering is born in the space of attachment and parting/ separation of the child from the mother. Insecure attachment leads to developing negative cognitive schemas, hence depression. Depression is one of the saddest affective states. Depression disrupts

the meaningful existence of the child; it darkens the joy and very often leads to thoughts of and attempts at suicide.

*Guilt* – as a feeling it emerges at a later stage (preschool age). It is associated with the child's self-awareness: adopting particular values, developing one's morale and loyalty to values, developing self-control over one's actions when discovering mismatches between actual behaviour and adopted values meant to dictate behaviour (in broadest terms, differentiating good from bad). A child suffering from guilt feels joyless, unworthy, tries to avoid contact with others. Guilt appears when the child feels they have crossed the borders of their own convictions or when they cannot meet the expectations the others have for them. Guilt supports the development of control over impulses. Guilt helps the child feel the compassion and pain of the insulted person. This makes the child look for suitable words or acts to help the other or, in other words, guilt can lead to pro-social acts and cooperation.

*Shame and Pride* – not only do these presuppose certain cognitive abilities but they also require experience. "Pride can be coupled with the joy upon the child's discovering that they have mastered a particular skill and can turn into happiness when they understand they are appreciated by others" (R. Stamatov). Pride and shame have to do with interpersonal relations.

*Love* – it is a combination of joy, curiosity, empathy. "When the child receives no love, they cannot bestow love onto others" (R. Stamatov). Later, through the love they received the child commiserates; however, if it is lacking, the child loses their ability to love.

*Envy and Jealousy* – envy is a consequence of the sense of one's own inferiority, and jealousy can be caused by the following: not receiving the attention the child expected to get; when their love fails to get the love they wished to receive in response; when they start feeling uncared-for; discovering that love can be unrequited i.e. the other does not respond with the same level of reciprocity and thrill.

*Loneliness* – loneliness is one of the most painful experiences that can be found as early as the earliest periods of one's life. Loneliness is an experience associated with the sense of isolation, being uncared-for and rejected, hostility on the part of the others, uselessness and not being needed. The state of loneliness voids life of its meaning, closes down the perspective for the future and leads to fuzziness of the Self. The child who feels lonely is likely to blame themselves and be afraid of relationships with others. These children have low self-esteem, which additionally influences the possibility to build relationships with peers. The emergence of loneliness at the earliest stages of a child's life is associated with the loss of those who take care of them. The untimely separation of the child from their mother can give rise to loneliness, a sense of being lost and abandoned. The loneliness that has to do with disrupting the connections with peers can be due to other factors – various changes of place, city, school. Children who feel lonely have difficulties with the cognitive assessment of the situation. They have difficulties also with the capabilities required for building relationships with others.

Emotions are an indicator of the state of the young person, influencing their behaviour and perception about themselves, their own achievements and weaknesses, and views on planning their future.

When analysing the young person's views, it is important to take into account their emotions and the latter's development in the course of the young person's life. The emotional and social development of the young person are closely related.

### 3.3.1. Social development

This is the way in which the young person is treating peers and adults. In their social contacts, the young person is learning to control their impulses, distinguish and stick to various social and gender roles.

### 3.3.2. Attachment

In very broad terms, we can define attachment as a caring relationship between two individuals which lasts in time and space, its role being to connect the two emotionally.

One of the leading theories explaining the negative consequences of institutionalisation on the health and development of children is the attachment theory initially developed by John Bowlby in 1951.

Attachment-related behaviour is formed at an earliest age and consists in the baby's inclination to seek protection, food and attention from their caregiver. The attachment system gets activated in times of separation or even in the face of fear of separation.

The child's social and emotional development depends largely on the caregiver's behaviour. Separation from the mother evokes intensive anxiety with children and initiates processes analogous to the ones happening when adults grieve.

There are three proofs that attachment is formed:

- The child is trying to maintain the connection with the attachment figure;
- The child starts to feel anxious when the attachment figure is missing (Schaefer, 1977);
- The child is feeling much calmer and securer in the presence of the attachment figure and much more insecure with those with whom they have not formed such relationship of attachment (Bronson, 1972).

The assumption that attachment can be formed not only to the mother but to any other caregiver is confirmed also in a number of studies. Attachment depends not on the provided care as such; neither does it depend on the length of time of 'togetherness'; rather, it depends on the quality of this togetherness. If someone else from the circle of people around the child, for example their father, grandmother, grandfather, or other caregiver, meets the need for proximity/closeness and interaction, the attachment to these adults will be stronger.

#### **Double attachment with children in alternative care:**

The attachment relationship the caregiver tries to build is two-fold, alongside with the child's attachment to members of their biological family.

The caregiver builds their own relationship of attachment in their capacity of a professional who cares very much about the child. They do not take the child's parents' place. This means that the relationship that is being developed should 'leave room' for the relationship of the child with their biological family. 'Leaving room' is more of a symbolic gesture, an attitude of respect for the child's feelings and their need of roots in order to develop. This attitude is manifested in the way the child is listened to when they speak, the way their families are talked about in front of the child and in front of other children, in "permitting" the child to talk about their own family in an authentic way i.e. with pain, love,

anger, nervousness, indignation, etc., without these emotions being judged, made little of, assessed, etc.

### Multiple attachments

Children can develop more than one attachment and make use of the opportunities to develop secure attachments with people around them. Resilient children often manage to build secure attachments with someone in their close environment, or later, in their not-so-close environment. According to the theory of attachment itself, around the age of 18 months the majority of babies have formed multiple attachments. Results from studies indicate that most likely attachments are formed with those who respond accurately to the baby's prompts rather than the person they spend most time with, which some authors call 'sensitive responsiveness'. This knowledge is very important for the people who work in alternative care and could be an attachment figure. The team of professionals has the important task to form an attachment relationship. They accompany the child in their social and psychological growth, coordinate and evaluate the effect of the interventions and change them towards meeting the child's needs.

These aspects are particularly important to take account of in analysing and assessing the young person's needs because their interpretation guides the reflection on and the planning of the support on the part of the young person themselves.

### 3.3.3. Trauma, traumatic experiences

A traumatic experience causes pain to the child/ young person; it also constitutes a blow on their understanding of themselves and the world. "The wound is deeply engraved in the child's story. They know there are two blows that come with trauma. The first one is the actual incident that causes the pain. The second is the notion about the actual experience. "I recovered", say in surprise those who overcame the crisis; they think about what happened, they have not forgotten it; strangely enough, though, the memory of it is readjusted, they do not feel the blows now or the humiliation; they feel some strange freedom at the thought of what they experienced; it becomes bearable in their mind; they process successfully the notion of their unhappiness, find strength to go back to their life to prove to themselves that they deserve to live."

*Separation from one's family/ abandonment* is a traumatic event. More often than not, the child does not experience the out-of-home placement as protection but as a forceful separation. Even when the child is a victim of violence in their family, they are more likely to blame themselves rather than their parents and sincerely suffer from being moved out of the family.

*Maltreatment* can be the case within the family, outside the family, but also in the care setting, and having in mind the lasting institutionalisation of children, it makes sense to explore this aspect too. It is most often in places for group accommodation that users (children) become victims of psychological abuse in the form of:

- being infantilised, treated as immature, incapable people, irrespective of their age and actual capabilities;
- being treated without ceremony, being looked down upon and spoken to without the required respect;

- being treated as an 'object' – no knocking on the door when their room is entered, for example; not being addressed by their name but by some problematic characteristic;
- depersonalisation, unification of people;
- being made to feel ashamed.<sup>6</sup>

Another aspect to add is delegation of power to older children and the apparent mismatch as regards staff between the official objectives and rules, and the actual ones. Of course, there might be physical abuse too, which, especially in residential groups, can be long and painful. This is particularly valid for services which are closed and do not communicate with the outside world, the power over the placed individuals being absolute. The consequences over these individuals are severe and sometimes the symptoms are difficult to spot.<sup>7</sup>

Loss is the effect people feel when something important is being taken away from them. There are two types of loss – expected (which happens as part of the normal course of life) and unexpected (the one that comes unexpectedly, which catches one unprepared and is not taken as part of the normal course of human life). All children who have been attached to a parent or a different caregiver, will suffer a crisis when they are removed from this person. Even if the parent or this other adult has abused the child, the attachment still exists. Parting with such an attachment is usually a serious loss for the child. It is difficult for a child/ young person to be separated from their parents; equally, the child can suffer a loss the professionals are not aware of. The child can suffer from the loss of their extended family or other significant people. In addition, it is possible that the child suffers a separation from the school, church, their friends or the larger community. A child can happen to be separated from their culture, including from their usual patterns of nutrition, talking, play and communication. Difficult life experiences can slow down the growth and development of the child/ young person. Professionals need to understand the feelings of these children/ young persons, help them manage the behaviours resulting from these feelings and pay attention to the delayed development brought about by the traumatic events. If they know the story behind the traumatic events, the professionals will be able to understand the current needs of the child/ young person and will know how to help them cope.

### 3.3.4. Community

A group of people living in one place share common characteristics such as language, culture, history, social norms and values, religion, etc., and according to some definitions also a common local government, formal or informal; common interests, problems; same availability of forms of communication. Unlike society, community gives a sense of belonging; it presupposes relationships between its members. Usually the community is tolerant of the common, shared aspects or that which brings people together. Depending on the social norms, it can possibly view diversity as a resource, not a dividing line. For the individual, community usually comes in the form of a social network in terms of relationships and connections. The family, relatives, neighbours, friends, as well as the services, are key elements in this network. With young care leavers the community could be an

6. Pourtois Jean- Pier, Huguette Desmet, *L'éducation postmoderne*, Presses Universitaires de France, 1997 ISBN978-2-13-052654-4, l'édition 5, 2009 Paris

7. For further information see Petrova - Dimitrova, N. *Social Pedagogics or Pedagogics of Social Work*, Sofia, 2014

identity resource, if they feel accepted and belonging to it, if they have a supportive social network and have adopted its values and standards.

### 3.3.5. Significant adults

Significant adults are those who build relationships of acceptance of the child/young person, support the development of secure attachment, invest and trust in their future, promote their development. These can be close friends or relatives, teachers, professionals from formal care. Often for children experiencing difficulties they can be a resilience mentor. Becoming a significant adult requires knowledge and skills from professionals, since there is a risk of banalisation and even a risky classifying of close relatives and friends as significant for the child.

### 3.3.6. Dominant story

Every person has a dominant story they tell about themselves – most often it is associated with the notion they have of themselves and the image they want to create in others about themselves. This story can differ depending on the social context in which the story is told. In very broad terms, we can say that a person's story consists of things told and things untold. Out of all potential meanings it foregrounds some things, leaving others fuzzy.

The concept of "the still untold" refers to inner, private thoughts and dialogues of the person that have not been voiced. This can be taken to mean two things. A possible scenario is that the person has not found the words to express their experiences. For example, at a meeting with the KW, the young person voicing their feeling of guilt about their being abandoned by their parents. They have not talked about it before.

The second scenario is when it is about a story that has been told already but not in this context. The story exists but it is not talked about. An example can be the care placement (institution) where everyone knows about the child's grief at the death in their family or at parting with their family but no one dares speak about it. In this sense, taboo topics are part of the "still untold".

The dominant story is of changing, developing, dialogic nature.

Through the young person's dominant story we can understand what their self-image is, how they took the abandonment and the placement outside their family. The KW and SWC can help the young person create a new story in order to live with understanding and dignity.

The dominant story can be of resilience i.e. the narrative about themselves is about a person who can do certain things, who has their props and who wants to be. In such cases the young person can talk/ has a narrative about their abandonment, the life outside their family – they tell the story authentically, without making too much of it but also without ignoring it, talking about their strengths with confidence in themselves, with trust in other people; they have constructive relationships and projects for the future.

The traumatic dominant story is the story in which the young person defines themselves through the trauma i.e. they perceive themselves as a "care child", try to "benefit as best as one can", relies primarily on others, while being hostile and distrustful to them, thinking that "they ought to do these things for one".

### 3.3.7. Coping strategies, resilience

Resilience is the ability of people to face the adversities of life, while not only surviving but developing too. For the first time this phenomenon was identified by Professor Emmy Werner on the island of Maui in the course of implementing a research programme seeking the reason why some children, out of a child population which, on the look of it, has grown up in the same circumstances, have become drug addicts, criminals or mentally disordered, while others are doing well, are successful in their work, social and emotional relationships and in life as a whole. She called such children "resilient" (possessing resilience).<sup>8</sup>

Resilience is a concept designating people's capacity to recover after traumas and at that in a way that makes them stronger. This approach views the personality as unique which, with its traits, endowments and skills, manages to cope with the difficulties faced in one's life course.

Assessing the resilience of children and adults is based on multi-annual studies on children and adults whose life was transformed by resilience. One of the frameworks for assessing if resilience is present or not is the following:

- Secure foundation to which children feel they belong and by which they feel protected;
- Good self-esteem i.e. feels their presence and competence are needed;
- Knows their own capacity i.e. is aware of their control over things, while knowing their strengths and weaknesses (restrictions).

Assessing the level of resilience can be viewed through the prism of the following parameters for the child/ young person:

- There is someone who loves them completely (unconditionally);
- There is a familiar older person who they can share their problems and feelings with;
- Is encouraged for the things they do on their own;
- Can rely on their family, if there is a need to;
- Knows someone they want to be like;
- Believes it will all be OK.
- Does nice things, which makes people like them.
- Would like to give new things a try;
- Believes what they do matters for the outcome;
- Likes themselves;
- Can stay focused continuously on a particular action;
- Has a sense of humour;
- Makes plans for the future.

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8. Въведение в резиланса, проф. Нели Петрова - Димитрова, ИСДП, 2017 год.

## The quality of resilience

People who have had serious traumatic events in their lives, who seem to have overcome the consequences from these and are successful in their development, are often called resilient or people who have experienced resilience. In order to categorise a person as resilient, it is necessary to register success where the expectation is rather for a deficit, problem or difficulty. Studies show that people are more likely to cope with trauma than not, that resilience is more of a common phenomenon than an exception. Resilience factors can be sought in the child's props in early childhood such as belonging, acceptance and at least one constructive relationship with an adult; in the social network, especially the school, the circle of friends; in the skills and capabilities of the child themselves, such as intelligence, communication skills, talent, sense of humour, etc. It is believed that the following are criteria for the presence of resilience in the young person: can take care of themselves by work that provides means for their living; they have a fulfilling sexual contact, a social network they find satisfying and as a parent, they do not repeat their parents' traumatic model involving, for example, abandonment, violence, neglect.<sup>9</sup>

## Finding meaning in life and a time horizon

Finding meaning is seen as a key factor for experiencing resilience. Meaning can come with one's self-confidence and the power to cope, or with one's capabilities, talents, achievements in a certain area of life, as well as with strong relationships of affection, caring and love.

Seeking to achieve a "long-term objective" is an ability to suspend or control a certain desire at this current point in time with a view to postponing meeting it and put efforts or objectives in a social and time-bound perspective, which is a necessary requirement for achievement, bearing in mind values too. There is a link between socialisation and the life plan perspective, the plan on its part including the objective, the intention for the future in what is a social and time-bound dimension. The time horizon is disrupted with desocialisation. Adolescence is the time when the youth starts developing and setting life plans and goals. These are related and reflect one's values and understanding about the meaning of life. Life goals cover areas such as personal development, reflection, growth; career, fulfilling one's employment potential; looking for intimacy, closeness, relationships; having and rearing children.<sup>10</sup> Often enough, with young people in alternative care these goals include unrealistic wishes and intentions, are often dominated by short-term objectives, are primarily self-centred and fulfilling one's wishes is not related to own efforts.

## Self-image

The self-image is not just a construct of one's self-awareness, but also an important determinant of one's behaviour. It reflects, above all, the way the personality treats the self. Children and young people who have a relatively adequate and sustainable self-image are characterised by an ability to analyse their actions and self-reflect. Their self-image is built more on self-knowledge rather than on the opinion of others. Belonging, acceptance and investing in the child in early childhood is a bedrock for the self-image. Being accepted by others at school, one's achievements and difficulties give birth to a multifaceted

9. For further details see Resilience – How to Discover it?, [www.sapibg.org](http://www.sapibg.org), Petrova-Dimitrova, N. *Social Pedagogics or Pedagogics of Social Work*, Sofia, 2014; Siryulnik, B., *The Ugly Ducklings*, Sofia, Iztok- Zapad, 2017

10. For further details see *Before I Die: The Impact of Time Horizon and Age on Bucket-List Goals*,

identity consisting both of strengths and weaknesses, deficiencies, gaps and inabilities, etc. With resilient children there is the acceptance of oneself and reflection on the above strengths and weaknesses, without idealisation or ignoring, but also without overdramatisation. Young people with inadequate or non-sustainable self-worth fail to sift their important, essential qualities and analyse their actions.

Motivation for success or lack of success – most often it reflects the set of attitudes, interests, motifs, desires, capabilities, skills which puts in place the link between desires, objectives and results, as well as the link between result and new objective. Those who are motivated for success rather than lack of success can usually set themselves an objective in order to fulfil a wish of theirs, understanding and relying on their own contribution and efforts towards achieving it. They relate their own efforts with the result from their work. In this sense, they aspire for success by putting more efforts. In addition, they take the result achieved as a foundation, an opportunity for another objective, the next step. Those motivated for lack of success rather than success tend to rely on luck, on external intervention, on “the thing being seen to by someone”, on “string-pulling”; deep down inside them they probably do not believe in themselves and putting efforts does not make sense for them. These attitudes are primarily related to the child's/ young person's self-image, the self-image with children in alternative care being structured also by the way they are going through abandonment and maltreatment.

# “OUTOGETHER: PATHWAYS”



# OUTOGETHER BACKGROUND

## OUTogether Background

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ gender : \_\_\_\_\_

With which local authority were you looked after? \_\_\_\_\_

With which local authority are you looked after now? \_\_\_\_\_

What school do you attend? \_\_\_\_\_

Do you know the date for your leaving care? Date \_\_\_\_\_ Age \_\_\_\_\_

When do you graduate? \_\_\_\_\_

Names of the responsible social worker \_\_\_\_\_

List the people in the close environment to whom you could rely on and seek support from in the future:

| person | Where does he/she work? | mobile | e-mail |
|--------|-------------------------|--------|--------|
|        |                         |        |        |
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You could include in your folder:

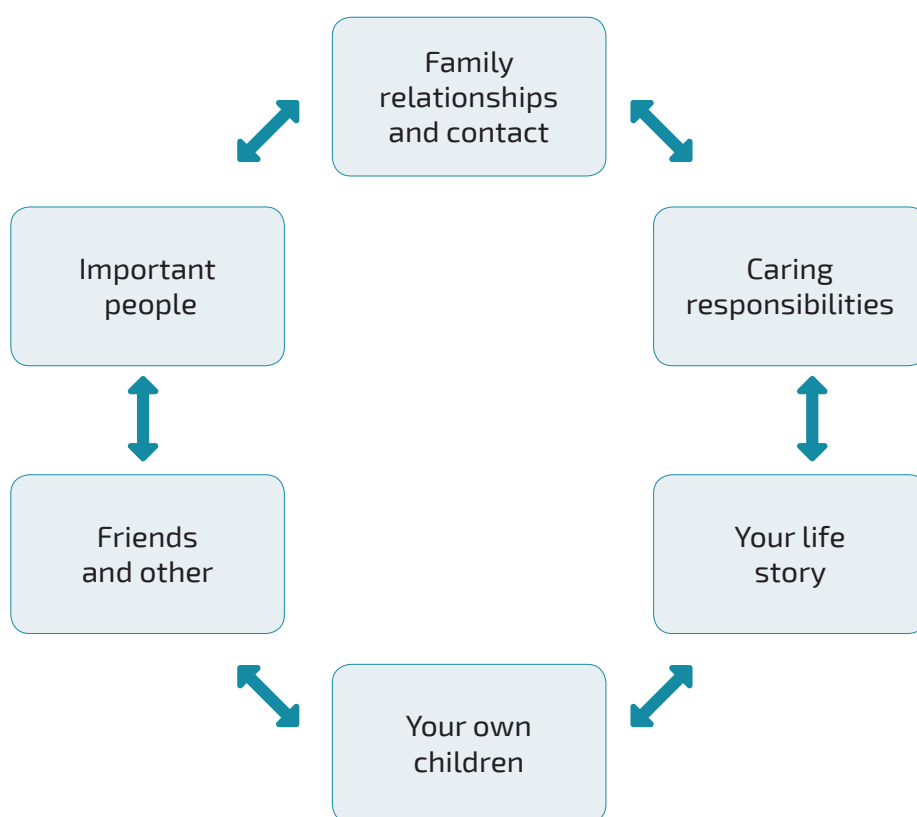
- > Certificates
- > Reports
- > References
- > Photographs
- > Information Leaflets
- > Useful Contacts or Links

## MY OUTTOGETHER VIEWS: FAMILY AND FRIENDS

Name: \_\_\_\_\_

Think about how some of the things may relate to your family and friends.

- What do you feel good about?
- What are you concerned about?
- Is there any kind of support you may need?



Any other comments:

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In this section you can think about your relationships with your friends and family – how things are going just now and how they might change in the future..

## Family relationships and contact

Family can mean different things to different people, and some may have more than one family.

**Are you comfortable talking about your family and personal background when you may be asked questions about this?**

☐ Yes

☐ No

**What members of your family are you currently in contact with?**

(you can include birth family, step-family, foster family, adoptive family, etc.)

| Name of Family member and relationship | How often are you in contact with them? (daily, weekly, monthly, once or twice a year, none) | Is this level of contact:<br>➤ about right<br>➤ too much<br>➤ not enough? | Is there anything you would like to say about how you feel? (e.g. your relationship, supportive aspects, any difficulties) |
|----------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                              |                                                                           |                                                                                                                            |
|                                        |                                                                                              |                                                                           |                                                                                                                            |
|                                        |                                                                                              |                                                                           |                                                                                                                            |
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|                                        |                                                                                              |                                                                           |                                                                                                                            |
|                                        |                                                                                              |                                                                           |                                                                                                                            |

**Are there other members of your family whom you would like to make contact with?**

☐ Yes

☐ No

☐ I don't Know

How might you go about doing this? Who could help you with this?

### Caring responsibilities

**Do you have any responsibilities to care for any members of your family or anyone else?**  
(including siblings who are also in care).

☐ Yes

☐ No

If yes, what sort of help do you get with this?

Would you like any extra help? If yes, please give details.

## Your own children

This section should be completed if you are a parent. If you are to become a parent in the near future, you should come back to this section at the appropriate time.

**What are your hopes for your children, now or in the future?**

**What kind of support do you need if you have a child and he/she lives with you, so that you'll be able to provide good care to him/her?**

**Who could help with this?**

**If you have a child and he/she doesn't live with you, what contacts do you maintain?**

Is this: (circle one)

☐ Too Little

☐ About Right

☐ Too Mucho

**How do you feel about this? Would you like more support? Who could help with this?**

## Your life story

**Have you ever done any life story work?**

(e.g. looking back at who you've lived with, where and what it was like)

☐ Yes

☐ No

☐ I don't Know

**Would you like to do further life story work?**

☐ Yes

☐ No

**Who could help you?**

**Do you have family photographs?**

☐ Yes

☐ No

**Would you like to take some more photographs?**

(e.g. of your family, carers, places you used to live, etc)

☐ Yes

☐ No

**Would you like to create a family tree?**

☐ Yes

☐ No

**If you don't have sufficient or enough information about your family how could you gain it? From whom? (e.g. family, carers, social workers, etc.)**

Every person has lived through nice and difficult moments in his/her life. Often, in difficult moments he/she has in his/her environment some people ready to hear him/her, to think over the situation, believe in the young person and support him/her. These people are a part of the young person's life story.

**Do you have in your life such people** (who have helped you in difficult situation – family, friends, other close people)?

☐ Yes

☐ No

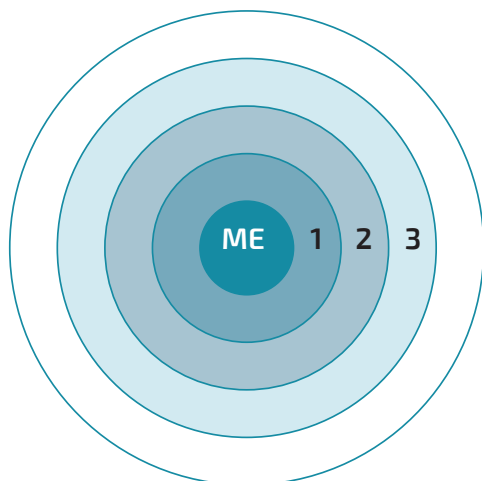
If yes, would you refer to them and when?

## Friends and other important people

Your network of people around you can include friends and other people who are important to you. These could be: a friend, classmate, a teacher, a social worker, a counsellor, a mother, a father, a relative, a brother, a sister, a neighbor, a coach, an aunt, an uncle, a mentor/supervisor.

These people can be important for friendship, support or having someone to talk to. All of them are a part of your life.

**Think about some of the people who are important in your life or are your friends.** Please, place in the inner circle people who are closest to you and in the outer – people who are also close to you but not so much as those in the inner circles.



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**List some good things about these people?**

**Which of their characteristics I would like to possess?**

**In which situation the people from each circle would've support you?**

1<sup>st</sup> circle

2<sup>nd</sup> circle

3<sup>rd</sup> circle

4<sup>th</sup> circle

### What things are important to you about your friends?

(Please circle one number on a Scale of 1 – 4)

1= not important; 4= very important

|                                                                     |   |   |   |   |
|---------------------------------------------------------------------|---|---|---|---|
| Make you laugh                                                      | 1 | 2 | 3 | 4 |
| You can trust them                                                  | 1 | 2 | 3 | 4 |
| Are about the same age as you                                       | 1 | 2 | 3 | 4 |
| Can get you things you want                                         | 1 | 2 | 3 | 4 |
| Will do what you ask them to do                                     | 1 | 2 | 3 | 4 |
| Will look out for you and stick up for you                          | 1 | 2 | 3 | 4 |
| Lives close by and can see them often                               | 1 | 2 | 3 | 4 |
| Will sympathize with me and will understand me in difficult moments | 1 | 2 | 3 | 4 |
| Others: (please state)                                              | 1 | 2 | 3 | 4 |

Are there any friends or people you used to have who you would like to get back in touch with?

☐ Yes

☐ No

How might you do this? Who could help?

While completing this section you may also want to think about:

- the people you live with and the area you live in – see **HOUSING**
- what you do with your friends – see **PERSONAL DEVELOPMENT**

## OUTogether Assessment on Family and Friends

Name: \_\_\_\_\_

Has "My OUTogether Views: Family and Friends" been completed?

☐ Yes

☐ No

Have the views of anyone else (e.g. carer, support worker or other relevant person) contributed to this assessment?

☐ Yes

☐ No

If yes, please provide details?

**Family Relationships and Contact** – what kind of on-going support is needed?

What level of family contact is there?

**Caring responsibilities** – are there any needs arising from responsibilities to care for others?

The needs identified by the young person are...

**Your own children** – are there any needs in relation to children?

**Your Life story** – is any support required for life story work?

**Friends and other important people** – who is important to you? What is contact like with your peers?

**The overall assessment of need is...**

**Are there any comments or differences in opinion?**

## Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

- to help make sure that you receive the support from particular services
- so that you don't have to answer the same questions again in a different setting

**Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Plan summary page.**

This **OUTogether Plan** has been completed by:

\_\_\_\_\_ (young person)

Date \_\_\_\_\_

and agreed by \_\_\_\_\_ (responsible social worker)

on behalf of \_\_\_\_\_ (responsible authority)

Date \_\_\_\_\_

## OUTogether Plan on Family and Friends

Name: \_\_\_\_\_

Has "My OUTogether Views: Family and Friends" been completed?

☐ Yes

☐ No

Has the "OUTogether Assessment on Family and Friends" been completed?

☐ Yes

☐ No

Based on the needs set out in the OUTogether Assessment the following action is required:

If NO action is required just now, please tick this box ☐, record any comments on the next page and complete the agreement.

**AIM OF THE PLAN on Family and friends (long-lasting)**

| What actions need to be taken | Responsible person | Deadline | Potential risks and mitigations | Did it happen? When? | If yes, please provide details on the outcome<br>If no, why not?<br>Did anything else happen |
|-------------------------------|--------------------|----------|---------------------------------|----------------------|----------------------------------------------------------------------------------------------|
|                               |                    |          |                                 |                      |                                                                                              |

Please record any comments or differences in opinion about what action needs to be taken here:

## Consent

There may be times when it is helpful to share information in this section with other people or agencies. The reasons for passing on the information are:

- to help make sure that you receive the support from particular services
- so that you don't have to answer the same questions again in a different setting

**Please ensure that all agreements for Information Sharing and Consent details are recorded on the OUTogether Plan summary page.**

This **OUTogether Plan** has been completed by:

\_\_\_\_\_ (young person)

Date \_\_\_\_\_

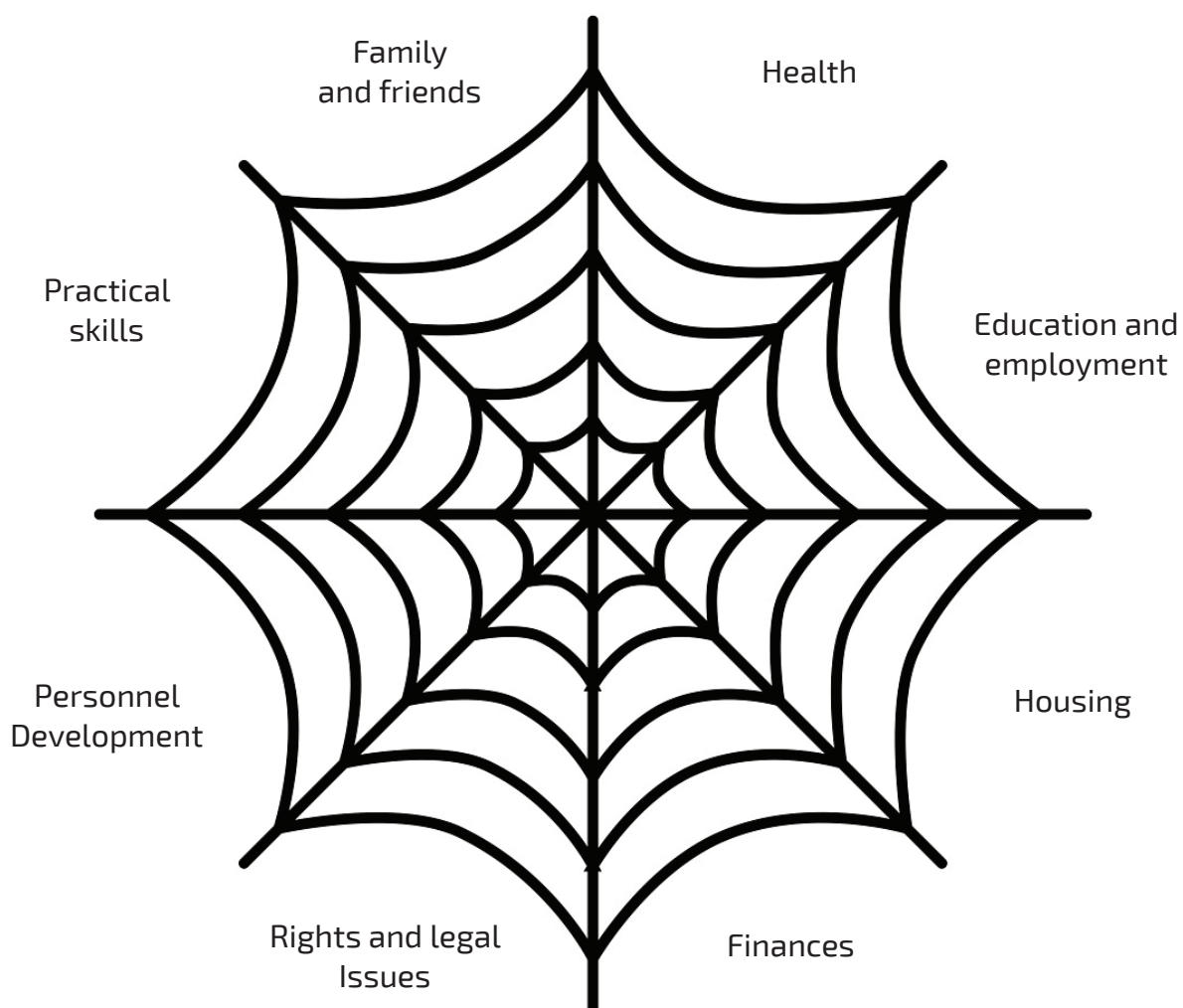
and agreed by \_\_\_\_\_ (responsible social worker)

on behalf of \_\_\_\_\_ (responsible authority)

Date \_\_\_\_\_

## MY OUTOGETHER DEBRIEF

After completing the 8 themes, you could rate the different sections. Please use the spider net below and mark or highlight which theme is the most urging for you (place a mark or highlight with a marker closer to the edge). The closer to the center you put your mark, the less urging you consider the theme. You could choose coloured markers/pencils to colour the sections. Thus, at the end you will have a very visual debrief of your needs.



## OUTOGETHER REVIEW

Name \_\_\_\_\_

Date of review \_\_\_\_\_

Who has attended? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is the progress achieved? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Are there any new circumstances that require change in the plan?

\_\_\_\_\_  
\_\_\_\_\_

Are there any needs of reassessment of needs?

\_\_\_\_\_  
\_\_\_\_\_

Are there any needs of change in the plan?

\_\_\_\_\_  
\_\_\_\_\_

The next review will be on: \_\_\_\_\_

\_\_\_\_\_  
Signature of the young person

\_\_\_\_\_  
Signature of the social worker



SOCIAL ACTIVITIES AND PRACTICES INSTITUTE

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