



Keep Safe Stay Safe An Interventive Tool

**Caroline Rutherford
Extern Northern Ireland**



Moving Forward Moving On Project



MFMO was established in 2013 to provide transitional mentoring support into further education, training and/or employment to young people aged 16-24 years who were previously excluded from mainstream education



Project Aim



To provide consistent and systematic support to young people through a key mentoring programme, enabling participants to move productively into adult life by working in partnership with relevant agencies to promote a continuum of services including educational, training, social and mental health support services

Research Base

The Catch 22 Report – *‘Improving Services for Young People – An Economic Perspective’* identifies 3 core elements to providing more guidance and one-to-one personalised support for young people with complex needs.

MFMO embeds these within their Transitional Mentoring Support Programme

- **Emotional Support**
- **Informed Advice**
- **Hand-holding**



1. Emotional Support



Mentors build up a relationship with each young person based on trust and respect to enable the young person to turn to the mentor when they need to be listened to without judgement

2. Informed Advice & Guidance



As young people leaving AEP tend to need advice not only in relation to education, training and employment, but on a wide range of other support services such as housing, addiction, etc, mentors will provide informed advice and guidance on which services they should go to, who best to talk to, and what to say

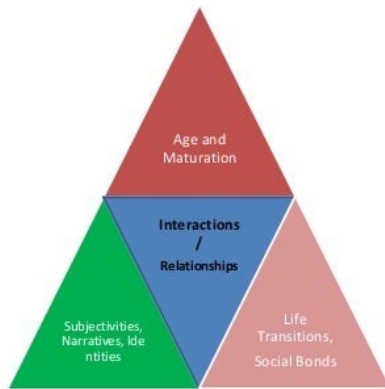
3. Hand Holding



For those young people who are vulnerable and/or lack the confidence to avail of different services and need more than just advice, mentors will go with them to access services and help them fill in relevant forms, etc. They will call young people before and after appointments to remind and encourage them to go, accompany them if required, and plan next steps together

Moving Forward Moving On Justice Model

Desistance theory – Fergus McNeill



MFMO – Justice has a 4th strand

4) Desistance Programmes

Keep Safe - Stay Safe is an individualised support plan which addresses the offending behaviour and the underlying causal reasons for the offending behaviour through a dual process of support.

Responding to Need



KSSS was designed in response to the increasing number of young people engaged with MFMO being taken through the court systems for Public Disorder Offences



Model of Practice



Family



Young
Person



Community



Model of Delivery



Put Simply....

The Behaviour



The Underlying Causes



Keep Safe Stay Safe Interventive Tool

Keep Safe – Stay Safe’ (KSSS) is an interventive tool to provide support and informed guidance on barriers to desistance including accommodation, substance misuse, mental health (signposting), attitudes and behaviour, employment, education and training and social relationships.

The **‘Keep & Stay Series’** is an evidence informed approach which provides targets support and interventions and works by simultaneously addressing both the presenting behaviour and underlying causal influences and has proved effective in reducing offending, risk-taking behaviour, drug misuse and maintaining and improving relationships and placements at home and in education/training organisations resulting in over 85% of participants successfully transitioning and maintaining a place into further education/training/employment compared to an average of 30% in previous years



Keep Safe Stay Safe Plan

Keep Safe	Stay Safe

WHAT?	WHY?	HOW?	WHO?	WHAT?	WHEN?

What Questions

WHAT

What is going on?

At home, in school, in the community etc

THE PRESENTING BEHAVIOUR

Encourage the young person to talk through **exactly what is going on in their lives that has brought them to the point where they are at now (ie. That requires an intervention)**



Why Questions

WHY

Why do you think this is happening

THE UNDERLYING CAUSAL REASONS

Encourage the young person to go a little deeper and look at what has brought things to this point (e.g. you got involved in the rioting because.... You were angry...what made you angry....is this how you always deal with your anger...)

How Questions

HOW

How can we change things to make it better and stop it getting to 'crisis point' again and again – How do we get you off the hamster wheel

Encourage the young person to reflect on what has happened in the past and at key points asking – how could you have handled that differently? (E.g. when you got angry, instead of getting involved in the rioting, what would have happened if you had taken some 'Time Out' and walked away to calm yourself?

Who Questions

WHO

Who do you need to help you change things?

Who else has to be involved in the plan?

Whilst the young person is at the heart of drawing up the KSSS plan, you will need other people to play their part in the solution, whether that is a family member, or other professional. (E.g. So if we agree that the next time you get angry you will take some time out. Will you need someone to be able to talk the situation through with? A friend, family member, your mentor? We'll need to let them know what you are planning and ask can they help

More What Questions

WHAT

What actions/plans do we need to put in place to help you effect change?

This is where you start to pull together your KSSS plan

Keep Safe – actions to manage the presenting behaviour (e.g. The next time I get angry I will walk away and contact my mentor)

Stay Safe – actions to address the underlying reasons for the behavior (e.g. 6 week Anger Management course)

When Questions

WHEN

When do you need to do all the things in your plan

This can involve other agencies, appointments, activities, etc

Day	Appointment	Transport
Monday	12.30 – Youth Justice Agency	No. 2 Bus at 12.10pm outside library
Tuesday	2pm - mentor	Picked up at house
Wednesday		
Thursday	3pm - CAMHS	Picked up by mentor
Friday		

Measuring Outcomes

Stages of Change Questionnaire

The Stages of Change Questionnaire (Prochaska & Di Clemente, 1992) provides an understanding of the relationship between motivation and a person's readiness to change. It consists of 32 questions and the scores place the participant in one of four stages of change

1 Pre-contemplative Stage

People are evaluating the pros and cons of changing, but have not yet made the decision to change

2 Readiness Stage

People have decided to change and are preparing to take some action

3. Action Stage (Keep Safe)

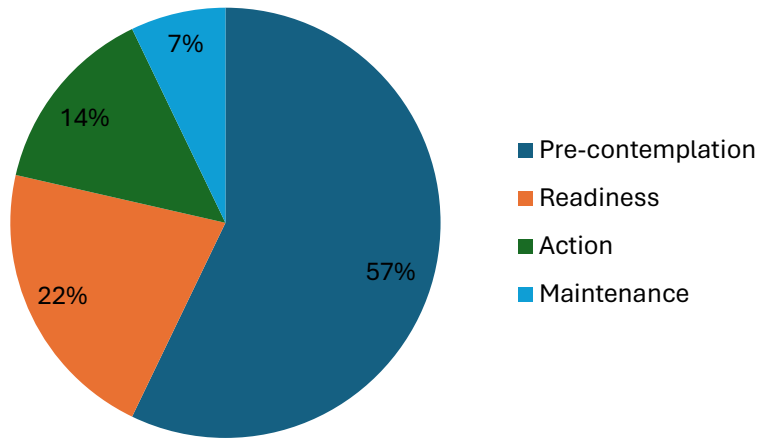
People actually implement some change strategies

4 Maintain Stage (Stay Safe)

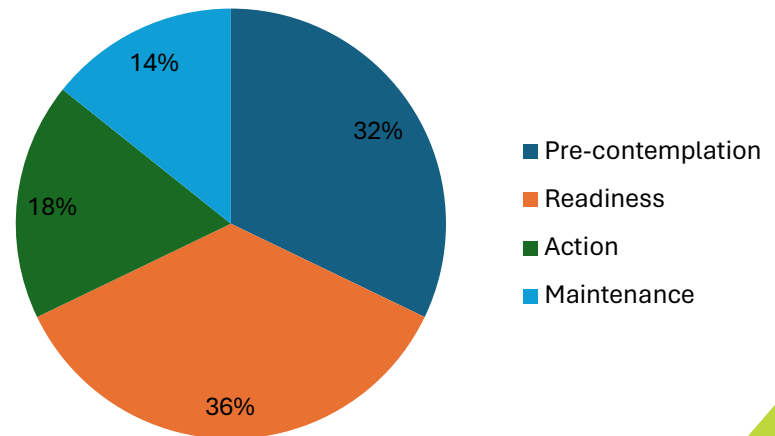
Encompasses people's attitudes to continue to strengthen changes that have already been made

Outcomes Achieved

Baseline

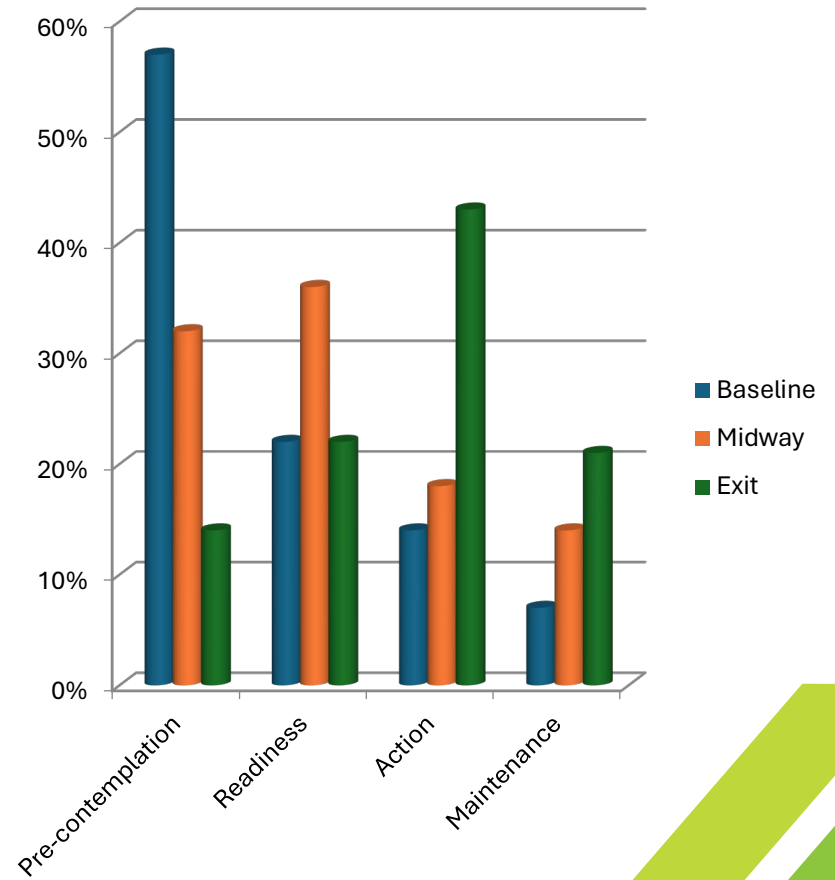
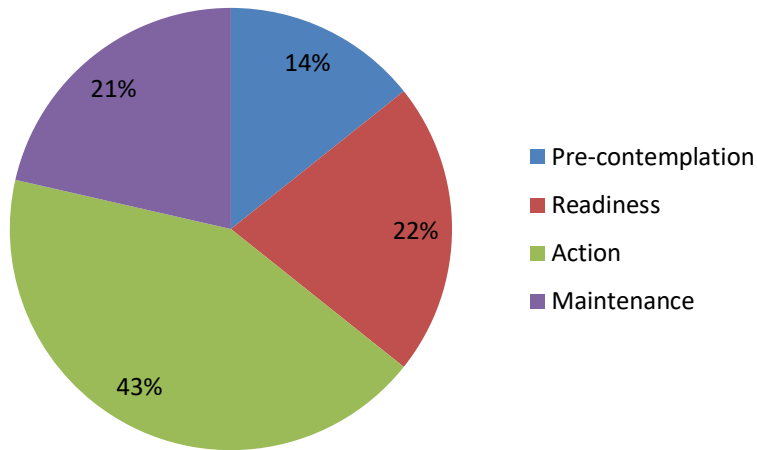


Midway



Outcomes Achieved

Exit



MFMO Justice Pilot Outcomes

Objective	Target	Actual
1. Levels of reduction & cessation of re-offending behaviour	60%	82%
1. Progression into education, training or employment	70%	80%
1. Number of participants accessing additional support services through signposting	85%	86%

Participant Feedback

Exit questionnaires were conducted with 54 participants

98% of respondents stated that they had a greater understanding of their reasons for offending

82% of respondents stated that they felt equipped to desist from offending

76% of respondents stated that they had increased hope/aspiration for their future



Stakeholder Feedback

Feedback questionnaires were distributed to referring agencies including PSNU, YJA, Social Services, AEP (Alternative Education Providers) and Community Representatives.

96% of respondents stated that they felt the young person referred had benefited from the programme.

92% of respondents stated that the level of service provided was very good or excellent

100% of respondents stated that they would use the service again



YJA Quote

“Moving Forward, Moving On are providing a crucial support service within the community and the staff have been involved in the young people's lives in a variety of ways from initial crisis intervention to the development of Keep Safe, Stay Safe Plans, which provide intensive support and supervision to young people, specifically around their involvement in Public Order offending. Young people involved with the service are being supported to address their offending behaviour and encouraged to engage in educational and diversionary activities, as well as consider their own values and goals for the future.

The Youth Justice Agency have experienced extremely dedicated and committed staff within the project and the benefits of this informal contact for young people is far reaching as they feel they have ongoing support within their own community. We feel this is an extremely worthwhile and effective service and the staff have shown a high level of professionalism in their ability to advocate for young people with a variety of professionals, including GP's, CAIT Team, CAMHS and DAMHS



The Keep & Stay Series – embedding the learning

Keep Safe – Stay Safe (Offending)

Keep Safe – Stay Safe (Drugs/Sexual Exploitation)

Keep @ Home - Stay @ Home

Keep in Tech – Stay in Tech

Keep in School – Stay in School



Thank You for Listening

Caroline Rutherford

caroline.Rutherford@extern.org

07903 091 661

