



RESEARCH, THEORY  
AND PRACTICE



# Includem's Framework of Intervention

Includem's Framework of Intervention is our overarching approach to supporting socially excluded young people achieve better lives. It consists of four parts:

This **Research, Theory and Practice** document explains our underpinning values and principles, Model of Practice and theoretical and research base.

A set of **Core Elements** are shared by all Includem services throughout all stages of intervention.

**A Better Life** is our dynamic series of practitioner modules to support young people, each containing practice guidance, processes and exercises to complement and reinforce Includem's relationship based approach.

**Practice Support and Improvement** is provided by robust management support, operational policies, ongoing professional development for staff and our Quality Assurance Strategy and Performance Management Framework.

## Foreword

It is my privilege to contribute to Includem's Framework of Intervention and fabulous new workbook, A Better Life. Since we were established in 2000, Includem's approach has been rooted in a commitment to evidence based practice. External and internal research and evaluation since our inception has consistently confirmed the effectiveness of our approach with Scotland's most vulnerable, challenging and difficult to engage with young people. We can also demonstrate how we have used our research to continuously refine and improve our methods and impact - A Better Life is a prime example of that.

Unlike group programme approaches which have a uniform structure, it is a greater challenge to articulate the underpinning framework to our very flexible individualised approach. We are therefore delighted to have had the expert input of Tim Chapman to oversee the process of reviewing our original 'Workbook'. Tim has worked closely with front line staff, young people and other external contributors including academics to develop the components of A Better Life.

A fundamental principle of Includem is that we never turn down a referral because the young person in question is too difficult. These are the very young people who most need the persistence and commitment which characterises our work. A Better Life will reinforce the effectiveness of Includem's approach and provide evidence of this. Most importantly it will provide another method to continue to improve the work that we do with the most difficult to engage with young people.

A Better Life is built on our core values of respecting the young person but also in challenging him or her. These were the values that attracted me to the Board of Includem in 2001, and I have been pleased to have been able to serve as its Chairman since 2006. The series of modules which constitutes A Better Life include looking at emotions, violence, relationships, addictions, living skills and training and employability. In addition to the young person, at the heart of the process lies the professionalism, passion and compassion of Includem's staff and their capacity to create a quality of relationship that will bring about change.

Includem should be proud to have created this exciting intervention in a difficult area – that of working with young people. Our knowledge and understanding of the processes and assessments is still developing, but in our hearts (as well as the evidence from our heads) we understand that supporting young people to achieve better lives will be more beneficial than merely punishment or control.

A Better Life will be a valuable resource for all those who want to make a positive impact on the lives of young people.

**Professor Alec Spencer**

Chairman of Includem's Board of Trustees, May 2010

## Introduction

From the outset, Includem has been about working proactively, consistently and respectfully with young people facing (and sometimes causing) serious problems. The key challenge has always been to engage and support them in processes of constructive change, in their interests and in the interests of those around them.

Includem's developing models of practice, rooted not just in research and theory but in hard-earned practice experience, have always stressed the positive potential of young people and the need to find ways to release it. To borrow a phrase from a Dutch colleague of mine, Includem has always understood that intervention needs to work not just 'between the ears' (i.e. to change young people's thinking and problems solving skills) but also 'beyond the ears' (i.e. to change the social contexts in which they live and to generate positive opportunities for development). In these and other respects, Includem has been 'ahead of the game' – and sometimes ahead of the research.

When Includem began, many researchers, policy-makers and practitioners were still locked into a fairly narrow interpretation of the 'what works' agenda; thinking that using principally cognitive behavioural methods to develop new cognitive skills and behavioural routines was the answer to offending. Includem has always seen the bigger picture – and research and policy are now catching up, partly because of the increasingly widely acknowledged limitations of this sort of version of 'what works', and partly because of the increasing influence of evidence about desistance from crime which points to the importance of helping people to build 'good lives' and not just to avoid risks.

Includem's Framework of Intervention and accompanying manual tries to draw some of this evidence together and to set out an approach to practice that is consistent with it. That is an exceptionally challenging task – many theories and many studies are discussed here, not all of which come from the same position or agree with one another. Practitioners are left trying to put together a complex tapestry of best practice, picking up different threads and trying to weave them together in such a way that something good is produced. In that respect, the production of A Better Life is a little like trying to help young people weave together a good life for themselves. In both cases, the picture may never be perfect or complete – but let's hope it is getting clearer.

**Fergus McNeil**

Professor of Criminology & Social Work, Glasgow School of Social Work

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## Acknowledgements

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We are also extremely grateful to Steering Group members: Angela Morgan (Includem Chief Executive), Christine McCarlie (Specialist Consultant), Jo Noblett (Skills Development Scotland), Jane Donaldson (Design Consultant), Victoria Strachan (Includem Team Manager), David Ferrier (Includem Project Worker), Karen McCulloch (Includem Project Worker), Michelle McKay (Includem Mentor), Norman Brown (Includem Deputy Chief Executive), Emily Lynch (Includem Learning and Development Manager) and Pamela Barnes (Includem Research and Communications Manager). A special thanks goes to Christine for her invaluable contributions around supporting young people with harmful sexual behaviour, and to Jo for her contributions around education and employability.

Lastly a huge thank you to Paula, Peige, Hayley, Marley, Jimmy, Andrew, Sammy Joe, Tamsin, Allen, Chris, Kirstin, Jordan, Kieron, Shaunagh and Robert, the young people who provided the wonderful art work for all the front cover designs of *A Better Life* modules.

## Executive Summary

- This document explains Includem's Model of Practice used by staff to support high risk young people make progress towards better lives. It examines Includem's ethos and the research and theoretical context underpinning this model.
- Includem aims to help Scotland's most vulnerable young people cope better with challenges, change their problematic behaviour and progress towards better lives, with more family support and improved social inclusion within their communities.
- Includem delivers a range of services, all of which provides one to one support, including intensive community-based support, tapered transitional support, short-term crisis support in the community, and specialist foster care. Our Model of Practice ensures all services are designed to be tailored to individual needs of the young person.
- Includem is committed to Getting It Right for Every Child (GIRFEC) principles, and works in partnership with referring agencies to fill gaps in services and complement cross-cutting policy agendas such as Sweet 16, Standards Framework for Child Protection and Curriculum for Excellence.
- Includem's underlying values and principles are core to the way we deliver services and work with young people. We believe young people with various problem behaviours are children first and foremost, with strengths and rights as well as needs and risks. We believe in the transformative power of positive respectful relationships as the cornerstone of effective long term interventions. Our 10 years experience and research evidence supports this belief.
- Includem's Model of Practice relies on core elements to provide the foundation for moving through stages of intervention. The core elements focus on the fundamental importance of building and sustaining meaningful one-to-one caring relationships with young people based on trust. The quality of the relationships determines the quality of the outcomes that can be achieved. It is this relationship that unlocks possibilities for change.
- Includem's Model of Practice has five key stages of intervention, and although Includem recognises and responds to the complexities of young people's lives, these are set out as a linear progression to show Includem's commitment to an outcomes oriented approach:
  1. Assessment and Engagement
  2. Setting Goals and Action Plan
  3. Themed Structured modules
  4. Structured Coaching Conversations
  5. Review and Disengagement
- *A Better Life* is Includem's new dynamic series of research-based modules designed specifically for Includem front-line staff to use with young people to work through these stages of intervention. Developed by Tim Chapman, with specialist input, and piloted by Includem practitioners, 2010 saw *A Better Life* being rolled out across the organisation with an intensive staff training programme.
- Scoping work is underway to incorporate resources within *A Better Life* to assist staff provide family support which is often an integral, but less well recognised, part of Includem's support to young people.
- *A Better Life* complements GIRFEC principles by incorporating the GIRFEC practice model providing a consistent framework to assess, plan and deliver support to young people across agencies in line with the child's single plan.
- The initial assessment and engagement module, *This is My Life*, is a precursor to the themed modules and an important part of the relationship building process. The module reviews and clarifies assessed needs and risks with the referring agency and young person to agree the focus of intervention, and encourage the young person to actively participate in the support planning process. The module empowers young people, with the support of referring agencies and Includem, to design their own pathway to a better life and away from their problems
- There are nine themed modules developed to stand alone or fit together as required, meaning tailored, flexible, interventions can be designed depending on each individual young person's needs and agreed action plan. These consist of Offending and Risk-Taking Behaviours; Understanding How Others Feel, Managing My Emotions; Drugs and Alcohol; People in My Life; Beating Boredom; Health and Wellbeing; Independent Living; and Education, Training and Employment. Integrated supplements in every module offer guidance for staff working with young people engaged in sexually harmful behaviour.
- The themed modules are designed to help staff and parents/carers understand the behaviours and needs of young people; to give young people insight into their behaviours and help them develop personal responsibility; to improve relationships between young people and their social support networks; and to enable young people to become aware of, and confident in, the possibility of a better life.
- Throughout the intervention, particularly during and after young people have participated in the themed modules, Includem use structured coaching conversations to build, develop and sustain meaningful caring relationships with young people, and to help them apply their learning to real life. Conducted in informal settings at the times and places that suit the young person, staff offer coaching, pro-social role modelling and assistance with reflective practice. These simple processes aim to get and sustain commitment and progress towards achieving positive outcomes; connect the learning from the modules to real life and embed new ways of thinking; problem solve and cope better with crises; and reinforce pro-social values and behaviours.
- Near the end of Includem's intervention there is a module to ensure that, as much as possible, each young person has a positive transition moving on from Includem's support. *This is My Future* helps young people review their progress and celebrate achievements. The module helps staff and each young person agree a transition plan that identifies strategies for avoiding risk and specifies sources of continuing support.
- Includem has a longstanding commitment to monitoring and evaluating outcomes of our work with young people. Includem's Outcomes Framework, based on GIRFEC's Wellbeing Indicators, identifies the range of young people outcomes that Includem's services hope to achieve. The framework provides prompts to well integrated assessment and planning and provides a link to Local Authorities Single Outcomes Agreement priorities.

- A comprehensive monitoring framework is in place to measure performance against each young person outcome. Teen Star is used to measure young people's behaviour and attitudes in relation to different aspects of their life. This is one in a range of Outcomes Star tools for supporting and measuring change when working with vulnerable people. Includem's values and principles correspond with Teen Star's underpinning assumption that positive growth is a possible and realistic goal for all young people. Integrated within Includem's Model of Practice and *A Better Life* Teen Star supports, as well as measures, this growth by focussing on young people's potential rather than their problems.

Includem's Framework of Intervention is underpinned by a whole range of research and theories. It provides staff with a framework within which to deliver evidence-based practice bringing together the research findings, Includem's experience, policy approaches and theories around child development and desistance.

- Includem's pro-social modelling approach is based on a method developed by Trotter (1993) and draws on cognitive theories by focussing on changing thoughts, improving problem solving and social skills in order to help young people change their behaviour.

This is delivered within a child development perspective that encourages Includem to look at how each individual's experiences have impacted on their development including the development of their problematic and harmful behaviours. Includem's Model of Practice draws on attachment theory, resilience theory, sexualized behaviour theories and an understanding of the impact of traumas on young people's psychological and biological regulatory processes.

- In terms of desistance research Includem's approach builds on the research into 'what works' to reduce risk behaviour and recognises the important combination of human and social capital to an individual's resilience, wellbeing and desistance from crime. Includem's values are also closely aligned to Maruna's 'redemption script'.

## Section One: Overview

### 1.1 Includem's Aim and Objectives

Includem aims to help Scotland's most vulnerable young people cope better with challenges, change their problematic behaviour and progress towards better lives, with more family support and improved social inclusion within their communities.

Our objectives are:

- To meaningfully engage with young people so as to affect lasting positive change in their lives
- To reduce youth offending and other problematic behaviour
- To reduce young people's risk of harm to themselves and others
- To strengthen young people's social support network through improved relationships with family and/or other key adults
- To maintain young people safely in the community minimising the use of residential placements, secure care and custodial sentences
- To improve the education and employment outcomes for young people
- To actively promote young people's engagement with other services, agencies and activities to help improve their social inclusion

### 1.2 The Young People Supported by Includem

Includem exists to work with socially excluded young people who are on the margins, characterised by chaotic lifestyles, poor self awareness, and low social and personal confidence. Typically these young people have exhausted and/or are screened out by other services or whose mistrust of services hinders effective engagement.

These young people share a long history of social work involvement and are more likely to face disadvantage in adulthood and life outcomes including imprisonment and homelessness. Their complex and challenging needs are associated with high risk behaviours including persistent offending, sexually harmful behaviours, welfare and health needs, or a combination of these issues and are often very difficult to engage.

Our client group includes:

- young persistent offenders, often as part of a condition within a Supervision Requirement issued by a Children's Hearing, part of an Intensive Support and Monitoring Service (ISMS) package or as bail support to reduce the use of remand;
- young people experiencing a troubled transition to adulthood, especially those with a long history of state intervention;
- extremely vulnerable young women;
- young people living in vulnerable families to prevent them becoming involved in more formal measures of care;
- young people with sexually harmful behaviour;
- young people making the transition from residential or secure care back into the community;
- young people at highest risk who require up to 24 hours a day wraparound services which are often part of multi-agency public protection arrangements (MAPPA).

There is considerable diversity within our client group, in terms of age and stage of development, nature and meaning of young people's problems and behaviours, their willingness and ability to address their behaviours, family and background experiences, level of functioning, current circumstances and level of input from other services. This highlights the importance of considering the individual needs of young people and tailoring our interventions accordingly.

### 1.3 Includem's Services

Includem provides relationship-based support in the community to improve the lives of troubled young people in partnership with local authorities, families and carers and other agencies. Includem's services are aligned with 'Getting it right for every child' principles and are designed to provide tailored responses to the highest risk young people with the most complex and challenging needs and behaviours (GIRFEC levels 3 and 4), working in partnership with referring agencies to fill gaps in services.

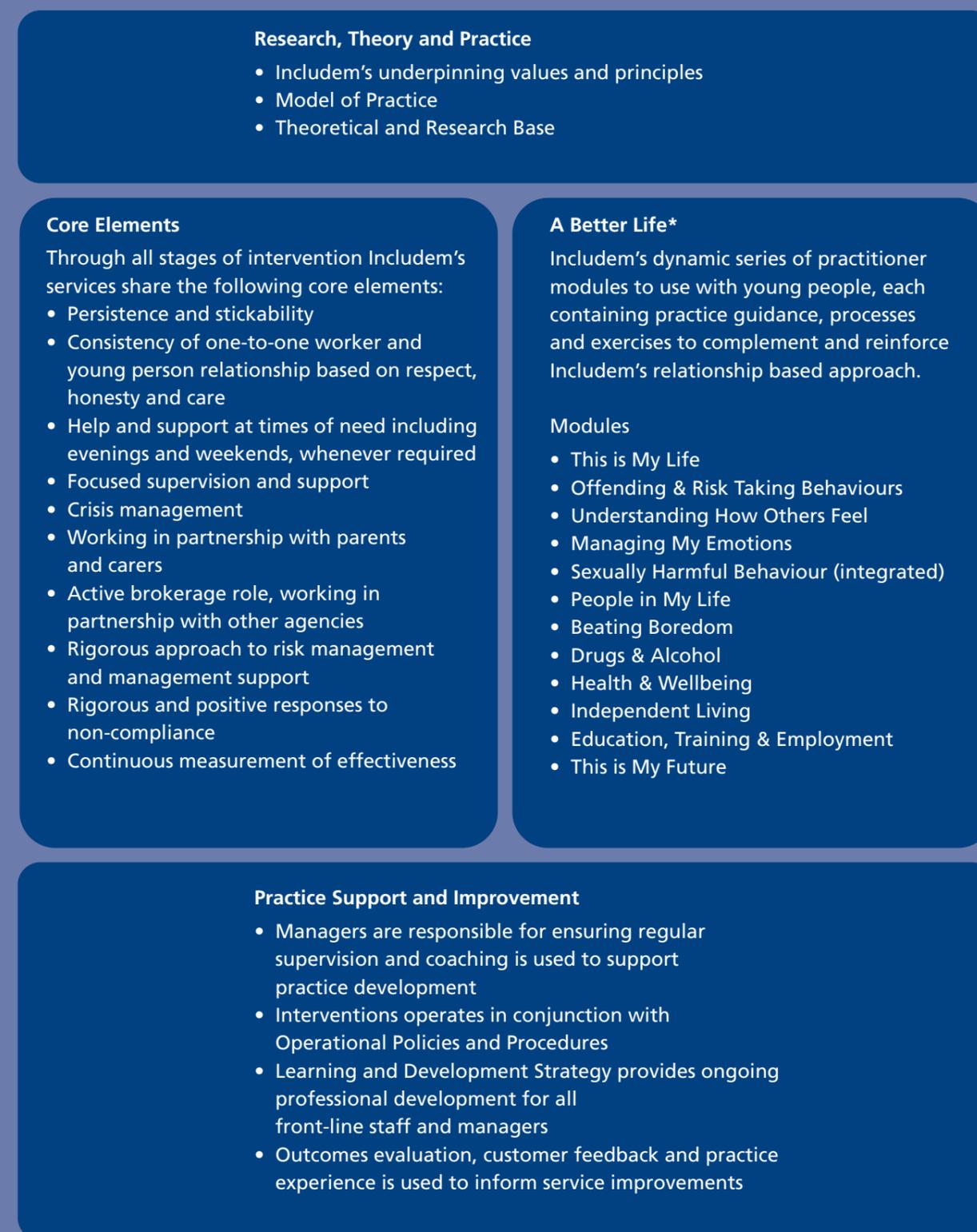
Includem's range of services offer tailored support and supervision including intensive community based one-to-one support, short-term crisis support in the community and specialist foster care. Integral to our services we offer tapered transitional relapse prevention support and have experience delivering restorative justice approaches. Our services are either already registered with the Care Commission or the process is underway.

Our services are shaped and developed to reflect up to date research about effective ways of working with this challenging client group. Section 3 provides more detail about how Includem draws on existing theories and research.

### 1.4 Includem's Framework of Intervention

Includem's overarching framework of intervention consists of four parts (shown in Figure 1). This part explains Includem's ethos and theoretical context within which our Model of Practice operates. The other three parts are our Core Elements, A Better Life - a series of modules for staff to use with young people; and a set of comprehensive Practice Support and Improvement processes.

**Figure 1: Overview of Includem's Framework of Intervention**



\* Each young person has their own personal *A Better Life* folder to build up a record of module exercises undertaken. This gives the young person ownership, providing opportunities for review as well as a record of progress.

### 1.5 Development of *A Better Life*

When Includem began in 2000 founding members developed a Workbook as a tool to help young people explore issues important to them and the reasons why they were referred, and to provide a record of the young person's work with Includem. Following a review of the workbook in 2008 it was agreed to update this valuable tool in line with current policy context, theory, research and 'what works' best practice.

During 2009 a steering group of senior and frontline staff took this project forward. Tim Chapman was invited to develop a new workbook. Tim has 25 years experience of practice and management in the field of young people at risk with the Probation Service in Northern Ireland. Tim is an internationally respected and extensively published author in the field of criminal justice, restorative justice and cognitive behavioural programmes for young people.

Tim worked in collaboration with an Includem practitioners group and with specialist input from Jo Noblett, Skills Development Scotland; Christine McCarlie, consultant for services for children and young people with sexually harmful behaviours; and Jane Donaldson, design consultant.

The pilot stage began in October 2009 with Tim training a group of staff to begin using the new workbook with young people. Each module progressed through this pilot stage allowing frontline staff and young people to provide feedback before the modules were finalised.

During 2010 *A Better Life* is being rolled out across the organisation with Tim and our Learning and Development Manager delivering an intensive training programme to all frontline staff and managers. *A Better Life* Review Group will meet regularly to identify and resolve practice issues, share best practice, monitor implementation, oversee the review and update module materials on an annual basis.

A priority for next year is to develop resources within *A Better Life* to assist staff provide family support which is often an integral, but less well recognised, part of Includem's support to young people. A scoping exercise is underway to review research evidence and identify existing best practice within Includem both in terms of working with parents, carers and siblings as well as supporting young people who are parents themselves. A group of experienced staff and external experts will then develop a new *A Better Life* module to be rolled out during 2011.

## Section Two: Includem Model of Practice

### 2.1 Our Values and Principles

Includem is committed to maintaining the underpinning values and principles which led to our beginnings. The following values and principles provide the core ethos that is fundamental to the way we deliver services and work with young people.

- We believe that young people with various problem behaviours including sexual and violent offending are children first and foremost and should be responded to as such.
- We positively like and value young people and care for and about them as individuals who have strengths and rights as well as needs and risks.
- We believe in the potential for young people to change and develop if they get the right support for their problems.
- We believe in the right of the most excluded young people in Scotland to access services which meet their needs, and are committed to providing services which are responsive, tailored and adapt to feedback from young people.
- We believe that the voice of the most excluded young people in Scotland should be heard and that we have a role in facilitating and supporting this.
- We recognise that poverty, deprivation, and abuse are linked with offending and other dysfunctional and harmful behaviours.
- While our interventions must promote responsibility and accountability for behaviour we must also be respectful of young people's own experiences.
- We believe in the transformative power of positive respectful relationships as the cornerstone of effective interventions and have experience and evidence to support this belief.

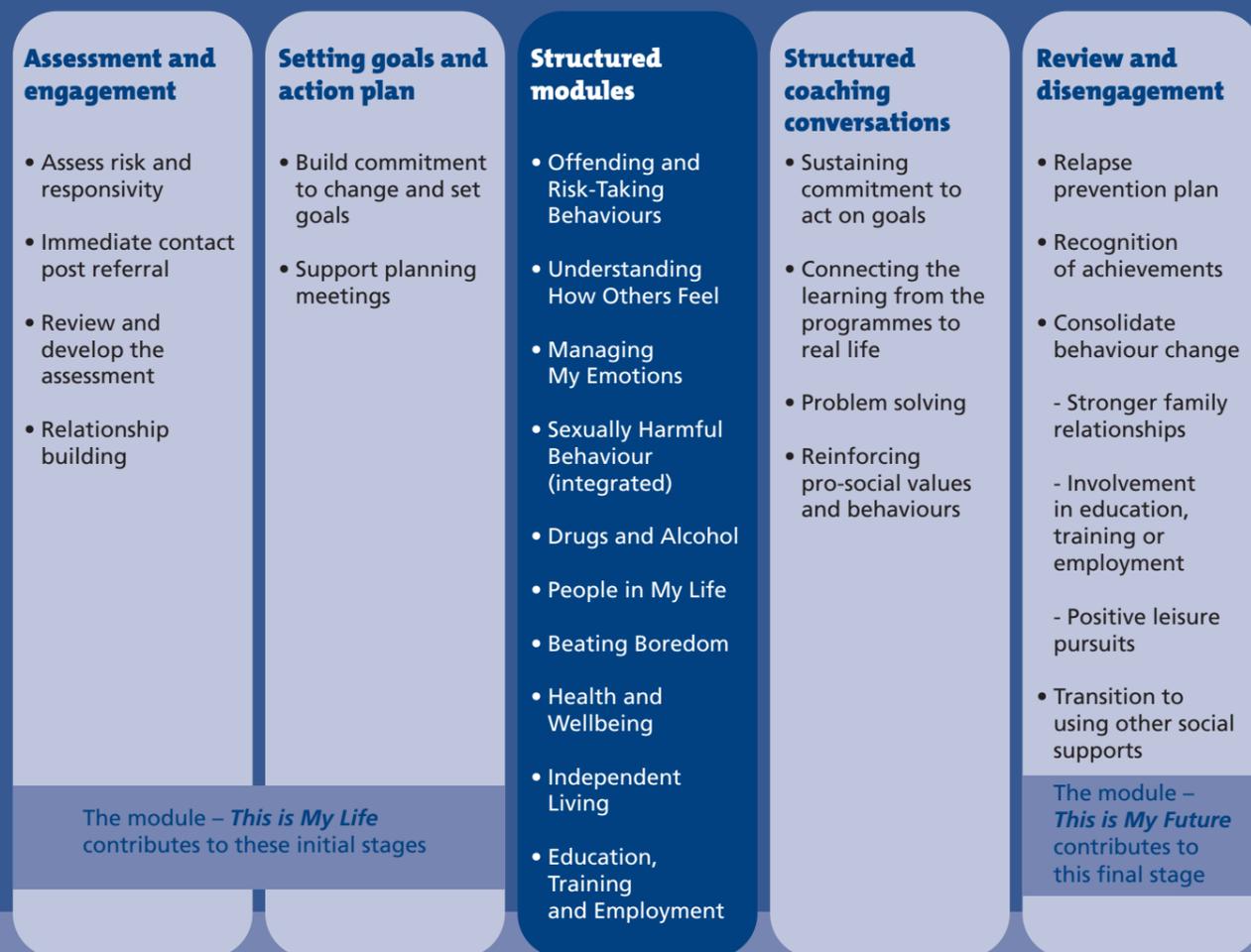
### 2.2 Putting Principles into Practice

Includem's model of practice relies on the core elements of all Includem's services. These elements provide the foundation for moving through the five key stages of intervention: engagement, goal setting, structured modules, coaching conversations and disengagement. The core elements focus on the fundamental importance of building and sustaining meaningful one-to-one caring relationships with young people based on trust. The quality of this relationship determines the quality of the outcomes that can be achieved by working through the stages of intervention. It is this relationship that unlocks possibilities for change.

The model in Figure 2 shows five key stages of intervention, and while this is set out as a linear progression to illustrate Includem's commitment to an outcome oriented approach, actual practice is usually more complex and less predictable. Reviews and support planning meetings occur regularly throughout the process to keep the plan on course by addressing changes in circumstances and other unanticipated events. The model of practice operates in conjunction with Includem Operational Policies and Procedures and Includem's training materials.

The model illustrates how *A Better Life*, Includem's series of structured themed modules, is embedded within different stages of intervention.

**Figure 2: Includem Model of Practice**



**CORE ELEMENTS THROUGHOUT INTERVENTION**

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

**2.3 Core Elements**

Throughout all stages of intervention Includem's services share the following core elements.

**Persistence and Stickability**

This is fundamental in reflecting our commitment and determination not to give up on young people, and therefore underpins our policy not to "screen out" referrals on the basis of how challenging they are. Stickability is connected with the persistence of our approach, our pursuit until the engagement of the young person, our ability to see past the presenting behaviour of the young person.

**Consistency of one to one worker and young person relationships based on respect, honesty and care**

We demonstrate our values in any engagement and relationship with young people however short or long lasting. Work in all services is on a one to one basis led by an experienced project worker, supported by an assistant project worker or sessional worker, and based on the importance of building positive supportive relationships based on respect, trust, honesty and care.

**Help and support at times of need, including evenings and weekends and wherever required**

All young people and their parents/carers have access to Includem's 24/7 local phone and text helplines, providing immediate response to crises and promoting engagement. 24 hour support is provided in our specialist fostering service and our community services deliver planned and unplanned support to young people on a 24/7, 52 weeks of the year basis. All our services immediately respond to commissioner requests for support, normally within the same day.

**Focused supervision and support**

Includem staff support young people to identify and achieve their goals through regular and purposeful contact.

We also hold the young person accountable in a way that enables him or her to develop their personal responsibility and self efficacy.

**Crisis management**

The young people referred to Includem often have chaotic lifestyles and experience crises which divert them from working towards their goals. Includem staff respond rapidly, practically and effectively to such crises enabling young people to get back on track as quickly as possible.

**Rigorous and positive responses to non-compliance**

The young people referred to Includem are likely to lack the self confidence and self control to always keep to their commitments. Non-compliance is seen as both normal and as an opportunity to learn and grow. Includem staff respond to non-compliance skilfully and purposefully.

**Working in partnership with parents and carers**

Includem develops strong partnerships with parents and carers where the evidence demonstrates that it is in the best interests of the young person, actively supporting their parenting role and family relationships to assist young people remain in or return to their community.

**Active brokerage role, working in partnership with other agencies**

Development and delivery of all our services reflects the context of overall care packages and partnership frameworks.

**Rigorous approach to risk management and management support**

We are very experienced in ensuring that all risks are considered in relation to young people, staff and to others. Staff are supported by a 24 hour on-call manager and operations manager. To help us consider and manage the risk presented by young people with sexually harmful behaviours we have developed a comprehensive risk management framework and protocol.

### Continuous measurement of effectiveness

Includem routinely uses mechanisms for monitoring and evaluating outcomes as well as operating a robust Quality Assurance framework. See Section 2.6 for more details.

### 2.4 A Better Life

*A Better Life* is Includem's dynamic series of practitioner modules designed specifically for Includem front-line staff to use with young people in conjunction with Includem's core service elements. This approach provides individualised packages of support to address unmet needs, dynamic risk factors and facilitate behaviour change and is framed as supporting young people to actively gain resources for a good life. Each research-based one to one module contains practitioner guidance and exercises to undertake with young people and these modules are designed to conform to accreditation standards. Figure 4 provides an outline of the themed modules available within *A Better Life*.

Includem's interventions are based upon the referring agency's assessments and are directed and controlled through individual support planning systems and routine formal reviews. There is an expectation that all young people will benefit from participating in *A Better Life*, and Includem staff will work closely with referring agencies to ensure use of *A Better Life* produces positive outcomes for young people and supports the single plan developed by the lead professional.

The modules within *A Better Life* have been developed to complement the Getting it Right For Every Child principles ensuring a common co-ordinated approach across agencies. When using *A Better Life*, Includem staff incorporate the GIRFEC practice model, see figure 3, which provides a framework to assess, plan and deliver support to young people in a consistent way across agencies and in line with the child's single plan.

## 2.5 Five Stages of Intervention

### 2.5.1 Assessment and Engagement

Includem has designed a young person friendly and highly participative process of engagement, assessment, goal setting and action planning - *This Is My Life*. This module is a precursor to undertaking any of the structured modules, and is in two parts. The first part provides tools for staff during initial engagement with a young person.

*This is My Life* is an important part of building our relationship with a young person from the outset as soon as the young person is making contacts. This module clarifies with the young person what they can expect from the support provided by Includem, encourages them to assess what is working in their life and what is not currently working and assesses their motivation to make changes in their life whilst identifying any factors which may hamper their progress.

During the first part of *This is My Life* Includem has five tasks:

- 1 To make immediate contact with the young person referred to it
- 2 To build a positive working relationship with the young person and parents or carers
- 3 To review and clarify the needs assessment with the referring agency and the young person; and agree the focus of Includem's intervention
- 4 To encourage the young person to actively participate in the support planning process
- 5 To assess risk and responsivity

### 2.5.2 Setting Goals and Action Plan

The second part of *This is My Life* supports young people to identify key goals they wish to work towards, the blocks which they feel are currently preventing them from achieving their goals, and the support they feel they need to help them overcome the blocks and achieve their goals. This process feeds directly into Support Planning which then directs Includem's intervention.

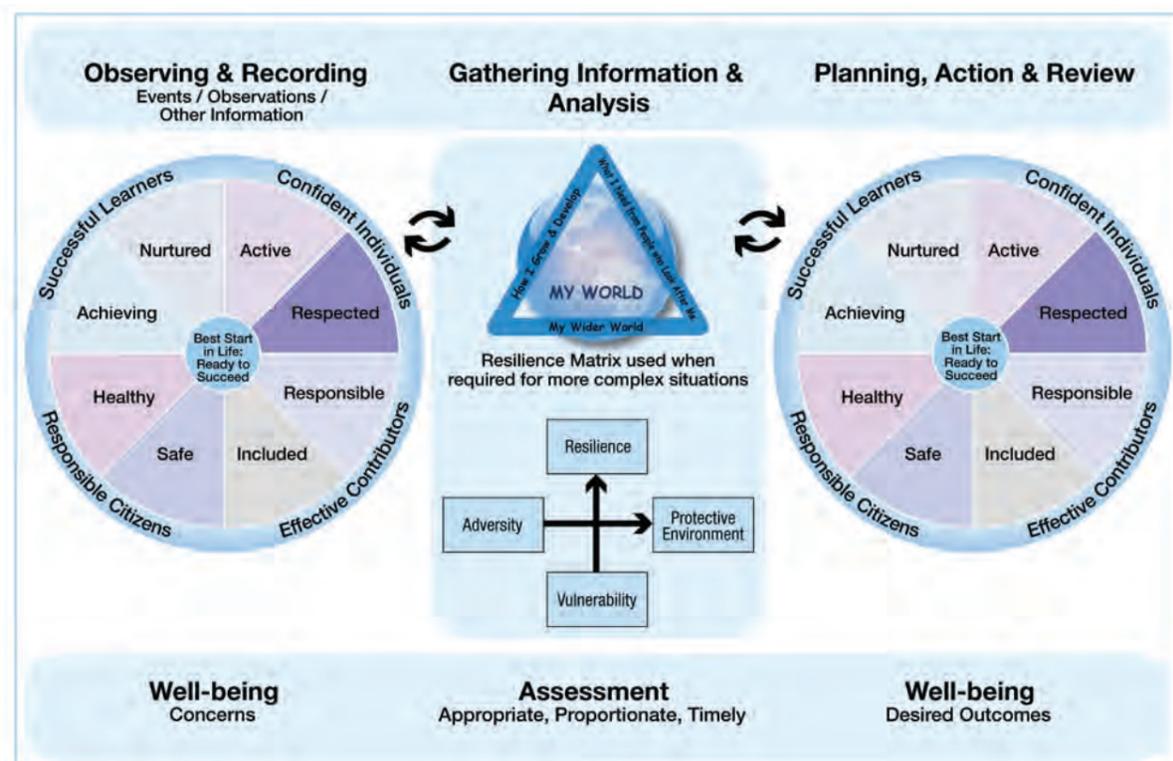
Support Planning is the process of harnessing Includem's work with young people and maintaining direction and accountability for outcomes. This is accomplished through support planning meetings convened at regular intervals through which the young person, the parents or carers, the referring social worker and the Includem project worker set goals and action steps and review progress.

Includem staff use the relationship they have established with the young person and motivational interviewing skills to build and sustain commitment to change and to support young people work towards the goals identified.

During the second part of *This is My Life* Includem has six tasks:

- 1 To specify the goals and interventions in which Includem will engage the young person
- 2 Organise support planning meetings which produce an action plan and review progress;
- 3 Supervise and support the young person's actions on the basis of the agreed plan;
- 4 Manage any crises which threaten the achievement of the plan;
- 5 Respond rigorously and positively to any non-compliance with the plan.
- 6 Build commitment to change and set goals

**Figure 3: GIRFEC Practice Model**



### 2.5.3 Structured Themed Modules

The initial module *This is My Life*, undertaken during assessment and goal setting stages, enables young people with the support of referring agencies and Includem workers to decide which themed modules are relevant to them thereby designing their own pathway to a better life and away from their problems.

The themed modules shown in Figure 4 are designed:

- 1 To help staff and carers understand the behaviours and needs of young people. This allows consideration of the impact and meaning of different factors on young people's evolving development. In turn this allows consideration of pathways, needs being met, risk management and intervention needs for young people displaying a range of problematic and harmful behaviours;
- 2 To give young people insight into their behaviours and to help them understand that some of their current behaviours are both harmful (to themselves and/or others) and ineffective;
- 3 To help young people develop a level of personal responsibility appropriate to their personal capacity;
- 4 To improve their relationships with the people and the resources that support them to have a better life and to desist from harmful behaviour;
- 6 To enable young people to become aware of and confident in the possibility of a different life through which they can contribute positively to the community and find happiness.

## Figure 4: A Better Life Modules

### This is my Life

Assessment and engagement, setting goals and an action plan

### Offending and Risk-Taking Behaviours

Developing an understanding of the causes and consequences of one's behaviour, including offending, and committing to change.

### Understanding How Others Feel

Developing awareness of the consequences of one's behaviour on others, including victims of crime, and committing to repairing the harm.

### Managing My Emotions

Developing skills in emotional awareness and anger control

### Sexually Harmful Behaviour

Integrated supplements in every module offer guidance for staff working with young people engaged in sexually harmful behaviour.

### Drugs and Alcohol

Developing an understanding of the harmful consequences of substance misuse and committing to change

### People in My Life

Developing an understanding of family and peer relationships and skills in sustaining positive relationships.

### Beating Boredom

Developing awareness of positive leisure opportunities to have fun and to develop skills.

### Health and Wellbeing

Developing awareness of mental and physical health, healthy lifestyles, emotional well-being and self esteem and committing to a plan for personal health and well being. This will include a section on recovering from and/or living with the impact of abuse.

### Independent Living

Developing an awareness of the challenges of independent living and the skills and support required.

### Education, Training and Employment

Developing a plan to for earning a living, becoming aware of the opportunities and support available and learning key skills such as filling in application forms, interviews, and other work disciplines.

### This is My Future

Reviewing progress, recognising achievements and planning for the future including committing to a relapse prevention plan.

The modules have been developed to stand alone or fit together as required. This means that tailored, flexible interventions can be designed depending on each individual young person's needs and agreed action plan.

For example if a young person has a problem with offending, the plan might include:

- 1 Offending and Risk Taking Behaviours
- 2 Understanding How Others Feel
- 3 Managing My Emotions
- 4 Drugs and Alcohol
- 5 *This is My Future*

Alternatively if a young person is striving to improve their well-being and live independently, the plan might include:

- 2 Health and Wellbeing;
- 3 Independent Living;
- 4 Education, Training and Employment.
- 5 *This is My Future*

Addressing sexually harmful behaviour is integrated across all modules. Each module contains supplements which equip Includem workers to offer support to young people engaged in sexually harmful behaviour and signpost staff to a separate manual providing guidance and possible activities to deal with sexually harmful behaviour. Includem has developed a specialised Risk Management Framework and Protocol for young people with sexually harmful behaviours, with the support of an expert. However we see it as essential that these young people are worked with within the same overall holistic framework to meet their needs and reduce risk to others.

#### 2.5.4 Structured coaching conversations

Both during and after the young person has participated in the structured modules, the task is to apply the learning to real life. The young person will need coaching and reflective practice to accomplish this. In addition coaching conversations can be a way of ensuring engagement and testing if a young person is ready to begin a structured module.

Includem staff are skilled in structured coaching conversations which are conducted in informal circumstances. This is likely to appeal to the young person as it will be at times, in places and in a style which suit him or her. Coaching conversations involve simple processes designed for:

- Sustaining commitment to act on goals
- Connecting the learning from the programmes to real life
- Problem solving
- Reinforcing pro-social values and behaviours
- Embedding new ways of thinking
- Continuing progress and sustaining positive outcomes

In our services which provide 24/7 care Includem staff have to be constant pro- social role models and find continual opportunities for reinforcing personal development through coaching conversations.

#### 2.5.5 Review and disengagement

The focus of this final stage is to ensure that young people have a positive transition and planned exit from Includem's support. The module *This is My Future* reviews the progress made by young people during their time working with Includem and celebrates their achievements as well as ensuring a transition plan is in place which identifies strategies for avoiding risk and specifies sources of continuing support.

Irrespective of the length of Includem's intervention with each young person goals and actions are designed to increase their human and social capital and reduce dependence upon formal interventions. During intervention every young person has opportunities to strengthen their social support networks by:

- Developing stronger family relationships
- Improving involvement in education, training or employment
- Engaging in positive leisure pursuits

Near the end of Includem's involvement an exit plan is prepared with each young person to help them sustain this progress, avoid relapses and successfully make the transition to independence with support from their social support network.

#### 2.6 Monitoring and Evaluating Outcomes

Includem has a longstanding commitment to evaluating the outcomes of our work with young people and as an organisation has comprehensive data systems in place so that hard data and characteristics of the processes involved are routinely collected and lessons disseminated.

The shift towards outcomes in the public sector in Scotland in general and wider developments at a strategic level support Includem's outcome-focused approach. Single Outcomes Agreements (SOAs) require local authorities to set and monitor objectives in terms of improving outcomes for individuals. Includem's Young People Outcomes Framework (shown in the appendix) allows local authorities to match service delivery with their local SOA priorities, as well as providing links to the national priorities of the Scottish Government, and other audit, inspection and regulatory bodies.

Includem's Young People Outcomes Framework is based on GIRFEC's Wellbeing Indicators with language consistent with the UN Convention on the Rights of the Child. Every outcome will not apply to every Includem service or every young person, rather, it provides a holistic framework to identify specific outcomes that promote the wellbeing and interests of each individual young person. In this way the framework provides prompts to well integrated assessment, planning, monitoring and evaluation.

This forms part of our wider performance management framework and Quality Assurance Strategy for demonstrating effectiveness. Includem's effectiveness is judged by the extent to which:

- young people are progressing towards having better lives;
- young people are better integrated into their families and communities;
- the public is being protected from the harm that young people's behaviour can cause.

The framework provides a methodology for measuring and reporting on our effectiveness. Each outcome links to an information source for measuring performance as outlined below.

#### A Better Life - Module Evaluation

To assess the young person's views of *A Better Life*, their immediate learning and attitudinal change each of the *A Better Life* modules includes a questionnaire to be administered at the beginning and again at the end of the module. In addition the module focussing on offending behaviour includes Crime Pics II, the attitudes to crime questionnaire, which measures any increase in pro-social attitudes.

## Section Three: Underpinning Theories and Research

### Outcomes Star

Building on our experience of evaluating young peoples' outcomes throughout the whole of Includem's intervention, in 2010 we decided to adopt a newly devised outcomes measuring resource, Teen Star. Teen Star is one of a family of Outcomes Star tools developed by Triangle Consulting with a long history of development and testing across the UK ([www.outcomesstar.org](http://www.outcomesstar.org)). This is a specially designed reporting tool for supporting and measuring change when working with young people, consisting of six outcomes scales that fit with GIRFEC's wellbeing indicators:

- Drugs and Alcohol
- Wellbeing
- Safety and security
- Structure, education and employment
- Behaviour and citizenship
- Family and other key adults

All scales are underpinned by the assumption that positive growth is a possible and realistic goal for all young people are designed to support as well as measure this growth by focussing on people's potential rather than their problems. It is based on an explicit model of the process by which people make changes in areas of their life that are not working for them. It measures the relationship the young person has with any difficulties they are experiencing by identifying where they are on their journey with each of those issues.

### Information Management System

Includem has a database to record and report information about service delivery, young people and their outcomes. For the purposes of measuring outcomes this includes:

- Outcomes Star is recorded on this system
- Information about each contact with young people
- Helpline calls from young people or parents/carers
- Self reported offending
- Actual charges/convictions
- Changes in accommodation
- Involvement with other services

### Young People Service Feedback

To gather and report young people's views of our service, Includem uses a bespoke online survey developed by Viewpoint. This organisation specialises in creating computer-based surveys to seek views from vulnerable young people. Software includes an audio feature that reads out questions and responses to support young people with their literacy.

The survey is tailored to seek views on the quality of Includem's services and links with Care Commission requirements. It provides a confidential opportunity for young people to voice their level of satisfaction, raise any concerns about the service they are receiving and to suggest service improvements.

### Parent/Carer Survey

Includem is developing a mechanism to formally seek feedback from parents and carers. A survey questionnaire will provide all parents and carers with an opportunity to voice their views on Includem's service and how the service has supported them.

## Section Three: Underpinning Theories and Research

### 3.1 Theoretical Underpinning of Includem Approach

While Includem's overall aim of intervention is to reduce the risk of young people's problematic behaviours, this will be more effectively achieved within a broader aim of helping them learn to meet their needs in socially acceptable and personally satisfying ways.

"It is not sufficient to simply teach skills to reduce or manage risk factors. Instead the task of achieving and maintaining behaviour change needs to be meaningfully embedded within the notions of personal well-being, personal identity and a positive lifestyle." (Ward, 2004)

Includem recognises that there is an increasing pressure on staff to prove that what they do is effective within a framework of evidence based practice. We have responded to this by combining findings from research and experience into the useable format of A Better Life. The key theories and approaches that have helped shape our practice and A Better Life are outlined below.

### 3.2 Includem's Research Evidence

Includem's approach does not simply seek to reduce risk. We also aim to enable young people to gain access to the social capital (McNeill and Whyte, 2007; McNeill, Whyte and Connolly, 2008) and opportunities they need to reintegrate into their families and their communities. Our structured modules address family and peer relationships, positive uses of leisure, health and wellbeing, independent living skills and learning and employability.

Both our understanding of how young people become involved in persistent patterns of challenging and harmful behaviour and our approach are based upon original research conducted into Includem's Intensive Support Services (Hill et al, 2006; Khan and Hill, 2007) and current research into attachment theory and effective practice in reducing offending.

Evaluation of Includem's Intensive Support Services found that:

- Offending and anger were the two most common issues that young people thought they needed help with
- More than half the young people needed assistance with education/ employment and family issues and over a third with drug and alcohol misuse.

These findings are in line with international research (c.f. Farrington and Loeber, 1998) into risk factors and needs associated with offending.

Includem's Framework of Intervention addresses these issues and recognises the need for a holistic approach that understands and addresses young people's problems and needs within their overall context. By working alongside the young person and others involved in their lives including family, school and social network Includem helps to promote their healthy and sustained development. The approach taken by Includem brings together a range of theories and models into our overall intervention to enhance each young person's potential for change. This includes helping young people develop skills and insights using a range of structured modules within *A Better Life* along with opening up opportunities in the young person's life to develop, test and maintain these skills through structured coaching sessions.

### 3.3 Cognitive and Child Development Theories

#### 3.3.1 Pro-social Modelling

Includem's relationships with young people are based upon Pro-social Modelling. The pro-social modelling approach developed by Trotter (1993; 1999) has been found to achieve the effect of supporting and accelerating the process of change.

The approach described by Trotter has four central principles:

- Role clarification, which involves frequent discussion of roles, boundaries and expectations, negotiable and non-negotiable limits to confidentiality and interventions;
- Pro-social modelling and re-enforcement, involves the identification and modelling of behaviours that are to be rewarded while discouraging negative behaviours;
- Problem solving, involving exploring problems, goal setting, contracting and regular monitoring;
- Relationship development, invoking the worker as being open and honest and empathic. The worker should also be able to challenge the offender in a non-blaming and optimistic manner. Good practice in this area involves the worker being able to articulate the client's feelings, using appropriate humour and self-disclosure.

In line with these principles Includem staff are trained to engage young people through Motivational Interviewing (Miller) and the cycle of change (Prochaska and Di Clemente).

#### 3.3.2 Cognitive and Behavioural Theories

Cognitive and behavioural approaches with young people displaying a range of problem behaviours, including those that are sexually harmful, are generally found to be the most effective of the "talking" therapies in decreasing these behaviours. This has been described as an action-orientated form of psychosocial therapy based on the assumptions that faulty thinking patterns cause maladaptive behaviours and painful emotions. Interventions focus on changing thoughts in order to help young people change their behaviours and emotions.

The potential value of addressing problematic cognitions and improving problem solving and social skills is consistently identified in the literature relating to young people who present severely challenging and offending behaviours. (Jones 2000, Stern Azar, 1998, Chapman & Hough 1998 Hollin 1999) However, a child development perspective is crucial in the application of this approach as cognitive and social aspects of child development have several important intervention implications. For example a young person with significant learning difficulties may not have the ability to use more sophisticated cognitive coping strategies. Consequently they may need to be re directed to alternative coping mechanisms that are simple and concrete rather than attempting to teach cognitive coping skills. This also applies to younger children that Includem is increasingly being asked to work with.

#### 3.3.3 Child Development

A child development approach encourages looking at how each individual's experiences have impacted on their development including the development of their problematic and harmful behaviours.

#### Attachment

Research shows that without attunement with a consistent caregiver, babies do not have the opportunity to regulate stress and that the increase levels of stress hormones in the brain are known to cause developmental trauma. This injury effects a child's social, emotional, physiological and physical functioning. Research also tells us that young people with poor attachment relationships need stability, safety and to learn new strategies and responses.

Includem's experience of many young people with a range of problem behaviours highlights difficulties in intimacy and belief systems that can be understood as a consequence of their poor attachment relationships. In addition several studies of adult sex offenders suggest that the origins of sexual offending behaviour can be found in poor early attachment relationships. (Marshall, 2000; Ward and Hudson, 2000).

Knowledge of attachment theory assists workers to understand about the developmental experience, early patterns of emotional regulation and behaviour, internal working models and current behaviours of the young people we are working with. It helps workers to support young people to learn about empathy, sense of self worth, social skills and regulating stress because they realise that some young people do not have these skills rather than just choosing not to use them. Attachment theory informs us that some young people have difficulty recognising and regulating their emotions and that they need to be taught these skills.

#### Trauma

A significant majority of young people Includem works with will have histories of trauma. This is likely to have had a significant impact on their psychological and biological regulatory processes. Rather than offering young people purely behaviour specific interventions it is important to take account of the impact of their early experiences on their development and current level of functioning. This approach naturally leads us to maximising our intervention aims to promote young people's overall psychological well being.

#### Resilience

Resilience can be considered in terms of individual functioning (Rutter 1999) family resilience (Walsh 1996, Gilgun 1999) and community integration such as education and social and leisure activities (Daniel, Wassell and Gilligan, 1999). In terms of mobilising services to young people it is important to focus on promoting resilience in each of the above areas. Gilligan (2000) suggests that interventions should aim to simultaneously reduce the accumulation of risk whilst working to improve strengths and capacities i.e. to attempt and alter the balance of risks and needs. Includem's holistic child centred approach to needs and risk assessment and management reflects this approach.

### 3.3.4 Sexual behaviour frameworks and theories

Includem's Risk Management Framework and Protocol identifies frameworks to help staff identify if behaviours are outwith the developmental norm and if so, to determine their nature and seriousness. It is critical important to determine pathways into these behaviours and the needs they meet (Long, 2002). This provides an insight into the development of harmful sexual behaviours as well as helping to determine what kind of interventions young people require.

#### Pathways

Each young person's pathway is individual and requires an exploration of their histories, the messages they have received as well as their current level of functioning. It is helpful to think of pathways on two levels:

- The first relates to the young person's developmental history from birth. This examines each young person's experiences over time and explores how these experiences have impacted on their emerging sense of themselves and on their behaviours.
- The second level refers to the more immediate contributory factors leading to specific incidents of harmful behaviours. This allows for consideration of the young person's present level of functioning and more acute risk factors for example a young person is impulsive and has poor social skills in a breakfast situation in a residential unit where the conversations by the young people become sexualised.

It is well recognised that many children and young people exhibiting problem sexual behaviours have histories of some type of neglect, abuse or abandonment. (Longo, 2002) Included in many of these histories are exposure to domestic violence and multiple care moves. The impact of these experiences can result in the development of maladaptive ways of getting needs met. Research has found that harmful sexual behaviours can therefore develop from a fundamental, even universal, process that individuals have for meeting needs including the following:

- Belonging/love/intimacy; may be family, friendship, community or work
- Mastery/ making sense of past experiences/ control; achieving a sense of achievement, self determination, self actualisation
- Independence; urge to do it oneself, begins in childhood, increases in adolescence and includes elements of self discipline, responsibility, assertiveness
- Generosity; ability to share and care for others as a foundation of relationships

On this basis, what in the end makes the behaviour harmful is not the validity of the needs being met, but the way in which the child or young person is getting their needs met. It then makes sense that children and young people need to understand what needs are being met by their behaviours in order to learn how to get these needs met in healthier and more appropriate ways.

### 3.4 Desistance Research

#### 3.4.1 What Works research

Importantly, Includem's approach to all the young people within its' target group conforms to the research into 'what works' to reduce risk behaviour (Chapman and Hough 1998).

- Risk Assessment: the intensity of intervention should match the level of risk assessed. Higher risk young people receive very high levels of intervention with Includem.
- Needs associated with offending: the content and focus of intervention addresses those needs that are assessed as directly causing the problematic behaviour.
- Responsivity: the style of delivery of the interventions matches the young person's motivations and learning style. This style is likely to be relational, active and participative.
- Community Base: programmes based in the community tend to be more effective than those in institutions. Includem's one to one work with young people enables them to learn from real, current situations.
- A range of methods: effective interventions respond to a range of needs in different ways. Includem uses structured programmes, personal support, coaching, and activities designed to develop the awareness, responsibility, skills and actions to achieve pro-social goals.
- Programme Integrity: Includem's interventions are carefully designed using what has been learnt through research to achieve specific outcomes and are performed flexibly but with integrity. They are delivered by trained staff well supported and supervised by committed managers.

Whilst following 'what works' principles, Includem's approach also goes beyond this by recognising the complex personal, inter-personal and social contexts of at risk young people and their desistance from problematic behaviour (McNeill, 2002).

#### 3.4.2 Human and Social Capital

Fergus McNeill's review of research into effective supervision (McNeill et al, 2008) emphasised the importance of the combination of human capital and social capital to an individual's resilience, well being and desistance from crime. Human capital represents an individual's motivations, skills, knowledge and qualities which can be committed to achieving goals e.g. gaining employment or desisting from crime.

The values underpinning Includem's approach is closely aligned to Maruna's 'redemption script' associated with desistance from crime:

- I am basically a good person;
- My problems are caused by external factors which, with support, I can overcome;
- I want an opportunity to contribute positively to society.

The concept of social capital refers to an individual's network of relationships. These can range from close relationships with family and friends to acquaintances and contacts made through community life (faith groups, clubs, sport, hobbies, neighbours, voluntary work etc.) and through education and work. Social capital has been found to be a positive resource for the healthy development of both individuals and communities. In relation with others people solve problems and achieve goals and recover from illness, harm and loss.

Includem's structured interventions and daily interactions with young people are designed to develop the young people's human and social capital. In line with desistance research and research on young people with sexually harmful behaviours Includem supports young people in:

- 1 Maturing or growing out of crime;
- 2 Developing social capital or forming positive, supportive relationships and gaining a sense of belonging;
- 3 Changing the way one makes sense of one's life or one's 'narrative'.

### 3.4.3 Systemic Approach

In recent years there has been an impressive body of research supporting a systemic approach to intervention. Based primarily on the work of Bronfenbrenner (1979), Haley (1976), and Minuchin (1974), Multi Systemic Therapy is rooted in systems theory and social ecological models of behaviour. Within this theoretical framework, young people are seen as being integrated in multiple systems that will have direct and indirect influences on their behaviour. Likewise, the young person also influences each of the systems. This approach seeks to maximise the system's, in particular the family's, positive influences over the young person by strengthening their capacity to manage the problems the young person is experiencing.

Worling and Curwen (2000) have provided the most substantial evaluation study to date.

From this broad conceptual theory the main benefits of working systemically are:

- To recognise the significance and impact of the systems on behaviour and risk
- To identify and target patterns of behaviour within and between the systems that may be maintaining the behaviours
- To recognise that young people who exhibit a range of problem behaviours often have multiple and complex needs and that changing their behaviour often requires the services of more than one agency
- To recognise that effective risk management requires the involvement of all of the systems around the young person

## 3.5 Links with Policy Agendas

### 3.5.1 Getting It Right For Every Child

The modules that Includem delivers and the relationships that staff have with young people are designed to enable them to have better lives through the support of their family or carers and friends, through benefiting from education, through developing their capacity for employment, and through living independently in the community as positive, contributing citizens.

Includem values are consistent with the Getting It Right For Every Child approach. Includem's planned work with young people addresses:

- Being healthy through structured programmes on health and wellbeing and on alcohol and drugs;
- Learning to be responsible through structured programmes on changing behaviour, relapse prevention, sexually harmful behaviour, and victim awareness;
- Learning and achieving through structured programmes on learning and employability;
- Becoming independent and looking after myself through developing independent living skills;
- Enjoying family and friends through structured programmes on relationships and positive uses of leisure;
- Confident in whom I am through structured programmes designed to develop self esteem and confidence based upon pro-social activities;
- Being able to communicate through a structured programme on anger management.

Each component of Includem's approach is based upon current research into the wellbeing of young people and their desistance from offending and other harmful behaviours. The relationships and daily interactions which Includem workers have with young people are based upon:

- Offering everyday care and help;
- Keeping them safe;
- Being there for them;
- Valuing play, encouragement, and fun;
- Providing guidance and support to make the right choices;

- Ensuring that they know what is going to happen and when;
- Understanding family background and beliefs.

### 3.5.2 Curriculum for Excellence

The purpose of Curriculum for Excellence is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Includem's overall approach plus specific modules within *A Better Life* are closely aligned to helping young people develop each of these capacities.

In addition Includem's model of practice shares the common values and goals of Curriculum for Excellence Learning in Health and Wellbeing. The Curriculum for Excellence advocates that every practitioner who contributes to the education of Scotland's children and young people is responsible for teaching health and wellbeing. It also states that every practitioner whatever their contact with young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust.

"Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions... Learning in health and wellbeing ensures children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future."  
Curriculum for Excellence – Experiences and Outcomes 2010

Through Includem's model of practice and *A Better Life* our staff fulfil Curriculum for Excellence responsibilities of

- establishing open, positive, supportive relationships where young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- Promoting a climate in which young people feel safe and secure
- Modelling behaviour which promotes health and wellbeing and encouraging it in others
- Harnessing Includem's experiences and expertise to make specialist contributions towards effective learning and teaching in health and wellbeing, including developing enterprise and employability skills

In addition to specific health and wellbeing learning through *A Better Life* Modules Includem's approach provides an environment, in line with Curriculum for Excellence guidance, which supports young people to:

- Develop self awareness, self worth and respect for others
- Meet challenges, manage change and build relationships
- Experience personal achievement and build resilience and confidence
- Understand and develop mental wellbeing and social skills
- Understand how decisions about behaviour and relationships affect mental wellbeing
- Participate in activities which promote a health lifestyle
- Learn about where to find help and resources to inform choices
- Assess and manage risk and understand the impact of risk-taking behaviour
- Reflect on my strengths and skills to help me make informed choices when planning next steps

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## Appendix: Includem's Young People Outcomes Framework

### 1 Healthy

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

[Also: 2.1, 2.2, 5.1 and 5.2]

### 2 Safe

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

[Also: 1.4, 3.7, and 7.1]

### 3 Nurtured

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

[Also: 1.1 and 2.1]

### 4 Achieving

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

[Also: 5.1 and 5.2]

### 5 Active

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

[Also: 4.1 and 4.2]

### 6 Respected

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

[Also: 1.1 and 2.1]

### 7 Responsible

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

[Also 2.3]

### 8 Included

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

[Also: 3.6, 3.7, 4.1, and 5.2]



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Includem is a national voluntary organisation that supports some of Scotland's most vulnerable, high risk and challenging young people. We provide relationship-based support to help troubled young people achieve better lives in partnership with local authorities, families and carers and other agencies. Includem's range of tailored support and supervision services include intensive community based one-to-one support, short term crisis support in the community, specialist foster care, tapered transitional relapse prevention support and restorative justice approaches.

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