

THE EFFECTIVENESS OF EARLY HELP TO PROMOTE POSITIVE OUTCOMES FOR FAMILIES

WITNESS SUBMISSION

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SUMMARY OF EARLY INTERVENTION AND PREVENTION IN HILLINGDON / ROLE OF YOUR SERVICE OR ORGANISATION

1. Organisation

1.1 Targeted Programmes is one of four service delivery divisions that form Early Intervention and Prevention Services. We commission and deliver a range of targeted interventions that engage family members who are at risk of poor social, health, academic, and economic outcomes, and support them to overcome the barriers to their positive development and progression. We aim to address early indicators of family risk through timely and brief intervention packages that have sustained positive impact on the family's functioning. Our programmes are delivered across the family life-course, and are designed to engage with a diverse range of family members including children aged 5-9, adolescents aged 10-19, vulnerable young adults aged 20-24, and the parents and guardians of each cohort.

1.2 Targeted Programmes consists of ten direct-delivery units and a commissioning budget, primarily used to procure specialist parenting support and development programmes. The targeted programmes' delivery units have been designed to address key 'at risk' themes and groups through a coordinated range of informal learning and support activities, and are currently configured to deliver:

1. Boys and Young Men's Programmes
2. Creative Arts Programmes
3. Emotional Health and Wellbeing Programmes
4. Girls and Young Women's Programmes
5. Mobile and Detached Programmes
6. Peer Leadership Programmes
7. Sexual Health and Wellbeing Programmes
8. Substance Use and misuse Programmes
9. Transition Support Programmes
10. Volunteer Engagement Programmes

1.3 Through the activity of the ten programme delivery units, Targeted Programmes has capacity to engage over 1,500 service users annually.

2. Service Delivery Aims

2.1 Through these programmes, we support service users to develop a range of enhanced *personal and social capabilities* which, when deployed in their everyday lives on a sustained basis, will enable families to progress towards positive life outcomes, described by the Hillingdon Children's Pathway as 'Safe, Strong, Healthy and Prosperous Families'. Personal and social capabilities may be understood in the context of the family member's:

- Actions and Behaviours
- Family and Peer Relationships
- Knowledge and Understanding
- Self-esteem and Identity
- Skills and Abilities
- Values and Beliefs

2.2 Through developing the family member's personal and social capabilities, we aim to take the individual from an initial position of personal or social risk, to one where they can become a source of personal and social resource, able and willing to contribute positively to the life of the local community and wider society. This, in turn, means that the family will be less likely to require long-term, intensive, and expensive interventions by council, law enforcement, or health services to address embedded risk factors in the future.

3. Defining Outputs, Outcomes, and Impact

3.1 Service managers have been working to develop a new approach to demonstrate the positive impact of our programmes on service users, and have developed a five stage model to describe the range of benefits to be accrued by the service user as a result of their participation in a targeted programme:

Targeted Programmes' Development Model				
1. Identify:	2. Develop:	3. Possess:	4. Deploy	5. Benefit:
<i>Service Delivery Assessment:</i>	<i>Service Delivery Inputs:</i>	<i>Service Delivery Output:</i>	<i>Service delivery Outcome:</i>	<i>Service delivery Impact:</i>
The service user's developmental needs are identified, on the basis of capabilities required to manage potential risks to their progression and attainment	The service user develops new capabilities to manage issues of potential risk to their progression and attainment, through the learning activity	The service user possesses new capabilities that can be used to manage issues of potential risk to their progression and attainment	The service user uses their new capabilities in their day-to-day experiences, to manage issues of potential risk to their progression and attainment	The service user, wider community, and service providers benefit from the effective management of issues of risk to their progression and attainment
<i>Example 1: Young person identified as having anger management issues</i>	<i>Young person developing capabilities to manage emotions</i>	<i>Young person possesses capability to manage emotions</i>	<i>Young person uses new capability to manage emotions in daily life</i>	<i>Young person manages emotions and conflict effectively on a sustained basis</i>
<i>Example 2: Young person identified as being at risk of teenage conception</i>	<i>Young person developing capabilities to manage own sexual health and wellbeing</i>	<i>Young person possesses capabilities to manage own sexual health and wellbeing</i>	<i>Young person uses new capabilities to manage own sexual health and wellbeing</i>	<i>Young person manages sexual health effectively on a sustained basis</i>

3.2 In addition to the direct benefit to the individual, there are wider benefits for the family, local community, and service providers, through the service user being able to manage their emotions and conflict more effectively. For example, effective self-management of negative emotions may reduce the risk of the young person engaging in serious youth violence, with consequential benefits to the wider community's quality of life, and financial benefits to service providers through reduced demand for law enforcement, youth justice, or statutory social care interventions.

4. Measuring Outputs, Outcomes, and Impact

4.1 Service managers are developing a structure through which to record, and report the impact of Targeted Programmes on service users, and are proposing to establish a three-stage model to track the 'distance travelled' by each service user, as they progress through the five-stage development model:

Targeted Programmes' Capabilities Assessment model								
1. Pre-engagement (triage assessment)		2. Engagement (service delivery)				3. Post-engagement (impact assessment)		
1.1 Assess	1.2 Allocate	2.1 Engage	2.2 Plan	2.3 Deliver	2.4 Evaluate	3.1 Assess Impact 1	3.2 Assess Impact 2	3.3 Assess Impact 3
<i>EIPS 'Front Door' Triage assesses referral on basis of type and severity of risk factors</i>	<i>EIPS 'Front Door' Triage allocates referrals to appropriate Level 2 service provider</i>	<i>Targeted Programme unit engages referred service user in assessment of current risk/ resilience factors, and agrees learning objectives to address identified risk factors</i>	<i>Targeted Programme unit engages service user in planning of learning activities to address identified risk factors</i>	<i>Targeted Programme unit engages service user in learning activities to address identified risk factors</i>	<i>Targeted Programme unit engages service user in evaluation of learning outcomes achieved, current risk/ resilience factors, and future actions to address identified risk factors</i>	<i>At +3 months, Targeted Programme unit assesses short-term impact of learning activities with ex-service user</i>	<i>At +6 months, Targeted Programme unit assesses medium-term impact of learning activities with ex-service user</i>	<i>At +12 months, Targeted Programme unit assesses long-term impact of learning activities with ex-service user</i>
Records service delivery requirements (capabilities required to progress towards strategic outcomes of Safe, Strong, Healthy, and Prosperous)		Records service delivery inputs (development of capabilities)		Records service delivery outputs (possession of capabilities)		Records service delivery outcomes and impact (deployment of capabilities and resulting benefits to service user, community, and service providers)		

4.2 Through use of this approach, the positive impact of Early Intervention and Prevention Services on vulnerable families, and linked benefits to the wider community and service providers, will be evidenced.

5. Case Study

5.1 Girls and Young Women's Programmes delivers a programme for adolescent girls called 'Unique Swagga'. One participant was referred to the programme due to her poor level of school attendance and attainment. Although initially resistant to join the programme, staff worked with the young person on a one-to-one basis and built a level of influence sufficient to ensure her

attendance at the first session. Through discussion about the young person's background, staff became aware that she was from a family within which women had not traditionally engaged in employment. The young woman had formed a view that, as she was not going to enter the labour market, there was little point in her attending school, or gaining any academic qualifications. She also presented significant issues with authority, and was identified by her school as having difficulty in managing her responses to teaching staff.

5.2 Through the first half-of the Unique Swagga programme, staff sought to build a relationship with the young person through which she felt valued and listened to, whilst seeking to manage her behaviours on the programme through positive reinforcement and mentoring support. Over the ten-week programme, the young person was able to explore her own values, beliefs, and aspirations, and came to recognise that she possessed a number of hitherto unrecognised skills and abilities. She began to seek positive recognition from staff and peers on the programme, and agreed to re-engage with her school, in the context of a longer-term goal to establish a career pathway. Although the young person still requires significant support to maintain her new-found confidence and goals, she stated in her end-of-programme evaluation that Unique Swagga had helped her to identify her own values and to identify a longer-term vision for her future.