

Evaluation of Intensive Intervention Projects

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Annex B: Examples of positive outcomes

Introduction

IIP managers, workers and were requested to provide examples of individual cases where significant progress or positive outcomes had been achieved by young people as a result of IIP interventions. IIP managers acknowledged that this was difficult when long term outcomes had not been monitored and when cases varied so extensively.

Individual case examples do not give an indication of the proportion of overall cases where progress or positive outcomes have been achieved. Rather, the purpose of these case examples is to illustrate the nature and extent of the problems young people face, the range of IIP interventions and the diverse impacts that these have had. It is also important to note that project managers could not identify particular factors, characteristics or typologies of young people or families that would indicate a greater or lesser likelihood of success or failure. But key elements, such as individuals' propensity to change, parental support, methods of working outlined in the main report and the proactive engagement of partner agencies were common features of the cases described below.

Examples

Examples of the sustainable progress that young people had made included a young person whose IIP support included the facilitation of their attendance at cadets and at a group for young offenders; the young person subsequently returned to the group as a mentor. Another IIP young person gave a talk at an event attended by over 100 people. Several IIPs provided examples of where the IIP had facilitated young people's reintegration to full time education attendance through close working with schools, initially based on specialised and part time educational provision. These positive educational outcomes had been sustained following individuals' formal exit from IIPs.

More specific and detailed case examples included:

- An IIP identified that the main issue for one young person who had not previously engaged was very over-crowded housing conditions (four children and a parent in a one-bedroom flat). The IIP was able to arrange a housing officer inspection of the property, which resulted in the family being transferred to a three-bedroom home. This facilitated the young person being able to undertake college studies. Through accessing college the young person established new friendship groups and, on completing college, accessed permanent employment.

- An IIP had worked with a young person to improve their communication with a parent. The IIP workers engaged with both the young person and the parent to identify the problematic issues in the relationship and to provide communication and conflict resolution strategies. This had resulted in an improved relationship, with the young person increasingly informing the parent of their whereabouts outside the family home where previously their parent had no knowledge of these activities.
- An IIP intervened with a group of young people who were involved in high levels of anti-social behaviour, with multiple daily calls to the police. The IIP worked as the support mechanism alongside the imposition of Anti-Social Behaviour Orders for the group members, which resulted in the total cessation of the problem.
- One IIP intervened in a case involving substance misuse and a suspected overdose which had been subject to a serious case review. Through addressing peer influences and reintegrating the young person into educational provision there had been a significant change to the extent that the young person now wished to attend university and reported that the IIP *"had saved my life."*
- An IIP worked with a young person to motivate and support them with GCSE course work (including the young person working intensively over weekends and beyond their IIP contract agreement). The IIP facilitated the young person's attendance at a sixth form college to take further GCSEs and increase their options.
- An IIP also provided support to a young person who had been moving between their parents' homes (one of the parents had mental health problems), was not attending school and engaging in substance misuse and unsafe sexual behaviour and was subject to exploitative relationships. The young person was initially reluctant to engage with the IIP but the project worker emphasised that *"it doesn't matter what you throw at me, I am still going to be here; we are going to work through these issues."* The young person returned to education, had health checks at a clinic and was no longer engaged in inappropriate sexual behaviour. The IIP gradually withdrew support as this progress was sustained.
- A 12-year old was referred to the IIP. The young person had learning difficulties, a statement of special education needs, exhibited behavioural problems, had been exposed to firearms and was living with a relative as a result of domestic violence, mental health problems and substance misuse in the parental home. The young person had been withdrawn from classroom teaching and had been suspended from school. The IIP provided one to one support in school and positive activities outside school to provide motivation and enhance confidence and a sense of wellbeing. After 12 months, the young person was attending school and their behaviour and relationships with peers had improved dramatically. The young person had also been removed from the child at risk register. However, the IIP was continuing to provide support given the ill health of the main carer and the risks arising from a relative being released from a custodial sentence.
- A young person with a history of offending (often related to motorbike crimes) and custodial sentences was referred to an IIP on release from custody. The IIP worker encountered a very problematic domestic and parenting environment. The IIP worker

focused on building a relationship with the young person based on contact away from the family home. The young person noted the amount of time the IIP worker was spending with them and contrasted that to other agency involvement. The IIP arranged for the young person to undertake a course in motorbike riding and maintenance and subsequently, for the young person to undertake an E2E course with a bike company with the intention of this becoming an apprenticeship. In the four months of IIP engagement, the young person did not engage in any anti-social behaviour or criminal activity.

- An IIP worked with a group of young women engaged in risky sexual activity, who appeared motivated to have a baby, seeking to reduce their sexual activity, promote the use of contraception and encouraged the young women to increase their self esteem and life opportunities.
- An IIP had assisted a parent to 'regain control' of the family home and improve relations between family members. The IIP supported the young person in changing schools, which had been positive and the young person was now attending and engaging with their education. There had been no more physical violence from the young person to their parent and the young person had not breached the conditions of their Anti-social Behaviour Order. The parent had received positive comments from other members of the community about the noticeable changes in the young person's behaviour.
- A young person with mental health problems and involved in risky sexual behaviour had been supported to engage with CAMHS by an IIP and, through partnership with a supported housing provider, their previously chaotic lifestyle was now being managed. The young person had undertaken part time work experience and had been supported in their transition to post 16-years support services. The young person had also re-engaged with their estranged father. This progress had prevented the young person from being taken into local authority care.
- One IIP established a pilot group work programme in schools targeting at risk young black men. The programme lasted for three months, based on a contract with the boys and three and a half hours interventions each week, including outreach activities such as radio training and a residential course. The programme focused on crime, knives, gangs, teamwork and raising confidence and motivation. The young people who participated were establishing a youth enterprise to assist other young people. The programme was to be rolled out to other schools and offered to other services, with a particular focus on transition stages of Year 9 to Year 11.
- A young person who was 'sofa surfing' was referred to an IIP by a local college. The IIP assisted her into supported accommodation where she was allocated a key worker and the IIP were able to withdraw. The young person would have been homeless without this intervention. The same IIP also cited an example where a young person had been supported in financial management skills. The IIP worker took the young person shopping to demonstrate how a budget could provide food for a week and also helped the young person to manage their money to buy house cleaning and personal hygiene products and assisted in improving the young

person's flat. The young person had made significant progress, despite having learning difficulties and receiving little support from their own family.

- A young person subject to a six month Youth Offending Team Order related to criminal damage and fire raising was referred to an IIP, initially by Connexions. The young person's mother was suffering depression and the young person was on an alternative school timetable, with little contact with peers. The young person had been placed on the child protection register, had self harmed and attempted suicide and it became apparent that the young person had inappropriate sexual attitudes. The young person had been referred to CAMHS but had not engaged. The IIP sought to increase the young person's self-esteem, through providing anger management, Cognitive Behaviour Therapy and engagement in group leisure and sporting activities to develop social skills and peer friendships. The young person's parents were encouraged to engage with a parenting programme and the adolescent support team provided weekend respite care and a mentor. This arrangement broke down and the IIP worker made a re-referral to CAMHS, but concerns continued and the young person was taken into care. The young person was diagnosed with a mental illness, but with the support of IIP workers had managed to stay in mainstream education, had taken GCSE examinations and accessed a further education college and an 'entry to employment' course. The IIP continued to provide support through one to one sessions and group projects and was assisting access to health services, CAMHS and the college course.
- A young person referred to an IIP had presenting problems of disruptive behaviour at school, leading to numerous exclusions and sporadic attendance and there were concerns about parenting and difficult familial relationships. The IIP liaised with the school and the IIP worker attended school with young person one day a week. Incentivised activities were provided to encourage the young person to engage with school and social activities. The young person's parent attended a parenting support group focused on boundary setting and the importance of quality family time. One session of family mediation was also undertaken. The family relationships and dynamics improved and the young person re-engaged with school, with no further exclusions. Addressing the home situation was central to this progress as simply engaging with the school would not have been sufficient to achieve these changes.
- An IIP received a referral relating to a young person's low level anti-social behaviour, poor school attendance, absconding from the family home at night and concerns about peer groups and alcohol and drug misuse. The IIP liaised with the young person's school to agree a reduced and alternative timetable and also worked with the peer group. The peer group revealed that the young person was in fact being very severely bullied by other young people and was at risk of sexual exploitation (it was only intensive work and trust that enabled this issue to be identified). The IIP engaged with the local police beat manager to raise awareness of the bullying issue and an injunction to prevent the bullying was being explored. Addressing the peer group influence had reduced the young person's drink, drugs and sexual exploitation risks (which were linked) and the young person's attendance at school increased from 50 to 80 per cent. The young person was referred to a mentoring service

(which was to be provided post IIP exit) and his mother referred to the FIP, where she and received parenting, housing and debt advice.

- One young person referred to an IIP was living in overcrowded accommodation with seven siblings and there was physical violence in the home, including assaults on the mother. There were issues of anger management, with financial concerns often the cause. The children were not attending school and the mother had been threatened with prosecution. All of the male siblings had Acceptable Behaviour Contracts (ABCs) related to the harassment of neighbours and other forms of anti-social behaviour. The IIP engaged with the referred young person and family at the police station when the ABC was issued and an IIP contract was drawn up. The IIP intervention comprised weekly mentoring support sessions, group work with siblings, regular home visits, ensuring the mother and children were taking prescribed medication, practical support to the mother for money management and the use of spot purchasing to improve the family's domestic environment. There were no further incidents of anti-social behaviour, the young person and all siblings were attending school (with attendance rates between 94 and 97 per cent). The mother was consistently taking her medication and improved parenting boundaries and routines were established. The IIP continued to provide support due to the ongoing complex needs in the family environment.