

*The Onset – Intervention Plan equates to:*

- the ISP in YISPs
- the IAP in YIPs
- the Action Plan in SSPs
- other planning tools in prevention programmes.

The *Onset – Intervention Plan* is the initial action plan that links directly from the *Onset – Assessment* form. In line with the effective practice guidance for YOTs, the young person should be as fully involved as possible in completing the form, in order to give a sense of participation in solving his or her problems. The young person should be given a copy of the plan to keep as a point of reference for him or her, and the parents/carers.

At the end of the intervention, you should complete the *Onset – Intervention Plan Final Review* and *Onset – Closure Summary* (at the back of the assessment form).

## Main objective

The main objective for all intervention work should be based upon all the information collected from other *Onset* forms. It should include an overall summary of the work that needs to be done and tie together the individual risk factors relating to the young person – you are trying to capture the ‘big picture’.

*Onset* scores should be used to establish the main objective. A section in *Onset – Assessment* with a score of 3 or 4 will be more closely linked to offending or anti-social behaviour than a section scored as 1 or 2, and so should be priorities for intervention. Although in some cases you may not be able to tackle these higher scoring sections straightaway (perhaps because there is other foundational work that needs to be done first), it is important to keep in mind that your overall main objective should be to address the issues most closely linked to the young person’s offending or anti-social behaviour.

## The major targets for the next three months

Work needs to be broken down into small and manageable chunks – this will not only mean the young person has a better chance of success, but will also be easier to manage. There is room for five targets, although they do not all have to be filled in. More than five targets at a time may be difficult for the young person to tackle.

This section has three main components.

### ***What are our targets?***

These are individual areas of work and should be:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic and relevant**
- **Time-specific.**

### ***How is this going to be done?***

Methods should be linked to the specific targets and can include the name of a programme, or highlight one-to-one work, group work etc.

### ***Who is going to do it?***

This will always include the young person him or herself. It can also include the case worker, a prevention specialist, parent/carer or an outside agency.

### **Future targets**

This allows the young person and the key worker to recognise that certain problems cannot or should not be dealt with at the current time. This may include targets that will build on any initial foundational work, or issues identified in the lower rated sections of *Onset*.

### **Contact details**

It will be useful for the young person to have this information recorded:

- the date of the first meeting with the key worker
- who he or she is going to see
- the key worker's contact details, in case the young person or his or her parents/carers need to get in touch.

It is important that the young person signs the plan: this is evidence that he or she willingly agreed to and helped construct the targets, and so that the plan can be thought of as a contract. In YOTs, the *National Standards* require the parents or primary carer to sign an intervention plan where possible: and this is also good practice for prevention programmes.