

It is important to review progress during the course of an intervention, in order to:

- make modifications of the intervention plan where needed
- revisit the information in the assessment to ensure it is still applicable.

Reviews can take place at any point, but as a minimum should be done halfway through the planned intervention period. The number of the review should be noted at the top of the form.

Give a brief summary of the work to date that has been done with the young person

Provide a summary of the work from the intervention plan that has been started and any work that has been completed.

Is the young person engaging well with the work that is planned in the intervention plan?

Provide details of how well the young person is interacting with provisions of the intervention plan and how well he or she is engaging with the key worker. This might vary between different types of intervention, and a note should be made of this as it might provide evidence for amendments to the intervention plan.

Have there been any difficulties in arranging work with agencies?

If elements of the intervention plan have been difficult to achieve because agencies have not provided the assistance that was agreed, this should be noted here. This might inform any amendments to the intervention plan.

What is the percentage of attendance at the young person's educational placement?

This can be compared with the figure given in the main assessment form to provide evidence of improvement or deterioration.

Are you aware of any further anti-social behaviour/offending by the young person since the intervention plan began?

This should include formal police action, substantiated claims of serious anti-social behaviour and, at the discretion of the assessor, any other behaviour that the young person admits to.

Re-score the following sections based on your current knowledge of the young person

Using your knowledge of the young person, the family and progress with the intervention plan, reconsider each of the section ratings. An intervention may have an impact on many areas of the young person's life, so it is important to consider the full extent of any changes (for example, an education intervention may improve not only school attendance but also relationships with parents who are no longer getting angry because of non-attendance). Any change in ratings should be supported by evidence in the space provided.

Changes in ratings are a crucial means of assessing the success of the prevention programme with both individuals and groups, and of gauging the 'distance travelled' by each young person since he or she began the

programme. It is, however, important to recognise that a young person's circumstances may change for the worse during the course of an intervention, leading to ratings increasing rather than decreasing. Alternatively, simply knowing the young person better may alter the scoring.

Have there been any changes in your assessment of vulnerability or serious harm to others?

If new information becomes available, or the young person's circumstances change considerably, it may be necessary to involve other agencies or to complete the *Onset – Risk of Serious Harm to Others* form.