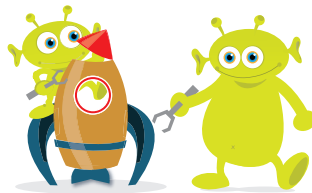


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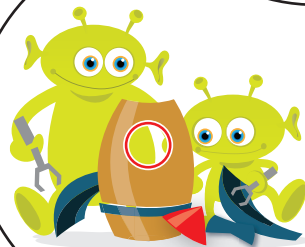
Session 3: Journey of Change handout



**Resilient/
Things are good**



**Finding what works/
Mostly OK**



**Trying/
No big concerns**



**Accepting help/
Someone is helping**



**Stuck/
Big concerns**

How the Journey of Change can help inform interventions

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Journey of Change stage	Possible approaches and actions that could be agreed
Resilient/Things are good 	<p>At this stage a child is on track and a score of 5 signals that they no longer need additional support, so this can be ended appropriately. It does not mean everything is perfect – continued growth and development is still needed, as for all children and young people. The main approach will be:</p> <ul style="list-style-type: none"> • Recognise the success to date and reinforce confidence to manage without the additional support • Focus on the future and emphasise support from family, friends and universal services as appropriate • Ensure they know they can access the service if they need to in the future, and how to do this.
Finding what works/ Mostly OK 	<p>When children reach this stage the emphasis will be on having the right level of challenge and support so it is manageable for the child and builds their skills and resilience. The focus of keywork may also include:</p> <ul style="list-style-type: none"> • Helping the child to reflect on how they have overcome barriers and how they can learn from this • Building resilience by supporting them to deal with difficulties themselves • Celebrating their achievements and agreeing appropriate goals or challenges. <p>In relation to the child's context, the emphasis at this stage will be on the areas where improvements are still needed.</p>
Trying/No big concerns 	<p>Children at this stage are trying new things and may give up easily when they don't always seem to work. There is a need to build new skills and find strategies, so approaches and actions may include:</p> <ul style="list-style-type: none"> • Helping them to plan what they are going to do, with an emphasis on short-term goals and manageable steps • Exploring strategies with them, including who to talk to, discussing "what if?" scenarios to help them develop strategies for themselves • Not expecting too much, as the new skills and strategies are not yet consolidated, and giving a variety of rewards, praise and encouragement to find what works best with each child. <p>Although there are no big concerns In relation to the child's context, so no need for urgent safeguarding or protection actions, substantial improvements need to be planned and implemented.</p>
Accepting help/Someone is helping 	<p>Children at this stage are likely to have significant difficulties but are open to help. The approach is likely to include:</p> <ul style="list-style-type: none"> • Finding out what they like and what motivates them, and the options available, but avoiding the temptation to jump in with too many suggestions • Accepting that the support needs to be worker-led, with texts and other reminders or picking them up to attend activities or services • A light-touch if appropriate, with opportunities to try out a single session of a new activity rather than signing up for courses or substantial commitment. <p>In relation to the child's context, there are big concerns and an urgent need to work with the family or carers to ensure that the child is safe and adequately cared for. There is likely to be a statutory order or framework.</p>
Stuck/Big concerns 	<p>Since children at this stage will not be engaged or interested in changing, the approach will be on building a relationship with them to develop a level of trust, including:</p> <ul style="list-style-type: none"> • Motivating them to attend the service, possibly using incentives and/or rewards, and being clear about the consequences of not engaging, where that is relevant • Finding age-appropriate ways to engage them in talking and to find out what they like. <p>If there are big concerns In relation to the child's context workers should urgently address the child's immediate safety and well-being, engaging the family or carers where possible, or exploring other options, probably within a statutory order or framework.</p>