



# Teen Star™

## The Outcomes Star for teenagers

“ People really open up and sometimes it leads to whole new conversations

“ Service users really enjoyed the interaction – and there were statistical results!

“ I could feed back to my head office some really impressive results

as made the support plans more imaginative and more individual

“ The Outcomes Star is an invaluable tool for our sector

“ Support is more systematic and structured

e to  
l, even  
is  
needed

“ We have incorporated it into assessment and three monthly reviews

“ It helps identify training needs for staff and volunteers

or

“ We can now assist clients better - we love the Star!

“ Some people can't understand written reports, but can understand this

“ The Star is collaborative, rather than something that is done to people

“ It enables a clear direction for collaborating with a client

olistic approach  
direction to the  
port

“ The feedback was overwhelmingly positive and in some cases life changing

Developed by Sara Burns and  
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Please contact [info@triangleconsulting.co.uk](mailto:info@triangleconsulting.co.uk) to enquire about buying a licence and training.

Licences are also available for those wishing to translate the document into other languages.

## The Outcomes Star™

This Star is part of a family of Outcomes Star tools. Each tool includes a Star Chart, User Guide or Quiz and guidance on implementation and some have visual and other resources. For other versions of the Outcomes Star, good practice and further information see [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

## Acknowledgements

Many people have contributed to the development of the Outcomes Star over its long evolution and we would like to thank all the clients, workers, managers, funders, academics and commissioners who have generously given their time and expertise.

The original commission for an outcome measurement system came from St Mungo's, with financial support from the London Housing Foundation, and Triangle recognises their vital roles in the development of the Outcomes Star. We would also like to acknowledge Kate Graham's important contribution to the development of the suite of Stars, both as a founding partner of Triangle and as co-author of the original Outcomes Star (now called the Outcomes Star for Homelessness).

We would particularly like to thank the following people and organisations for their contribution to this version of the Star:

- Camden Council for funding the development of the Teen Star through its Invest to Save programme
- The managers, workers and young people at Camden FWD who have participated in the development of the Teen Star or given feedback
- Other sector bodies and commissioners who have commissioned new versions of the Star including the Mental Health Providers Forum, Camden Council and Alcohol Concern. Each new partner that we work with contributes to the development of the Star as well as the breadth of its reach.

# Contents

<b>Introduction</b>	<b>4</b>
<b>Part 1: Implementing the Teen Star™ in your service or organisation</b>	<b>5</b>
1 Review your reasons for introducing the Star to your service	5
2 Check that the Star is suitable for your service	5
3 Try it out	6
4 Integrate the Star into your systems and paperwork	6
5 Training or workshops for staff	7
6 Ensure the Star is used consistently and well	7
7 Analyse and interpret the data	7
8 Share and act on the data	9
<b>Part 2: Using the Teen Star™ with teenagers</b>	<b>10</b>
1 Understand the Journey of Change before you start	10
2 Explain the Star and Journey of Change to your clients	12
3 Use the Star resources to cover each of the six Star areas	12
4 Use the process of agreeing where a teenager is on each scale	13
5 Use the completed Star Chart as the basis for an action plan	14
6 Revisit the Star at reviews	15
7 Complete a final Star when teenagers leave the service	16
How the Star Journey of Change can help inform keywork	17

# Introduction

The Outcomes Star is a family of tools for supporting and measuring change when working with vulnerable people.

All versions of the Outcomes Star consist of a number of outcomes scales arranged in the shape of a Star. All are underpinned by the assumption that positive growth is a possible and realistic goal for all clients and are designed to support as well as measure this growth by focusing on people's potential rather than their problems.

The Outcomes Star is based on an explicit model of the process by which people make changes in areas of their life that are not working for them. The Star measures the relationship the client has with any difficulties they are experiencing by identifying where they are on their journey with each of those issues.

The Teen Star consists of:

1. The Teen Star Chart, with notes and a suggested action plan format
2. An optional quiz for completion by teenagers as one way to arrive at Star readings. This quiz also provides workers with scale descriptions for each area
3. This Organisation Guide which consists of two parts – the first provides guidance for managers on implementing the Star within their service or organisation and the second gives keyworkers guidance on using the Teen Star.

In addition, all versions of the Star are available online. Information on this and further resources including fuller guidance on implementing and using the Star can be found at [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

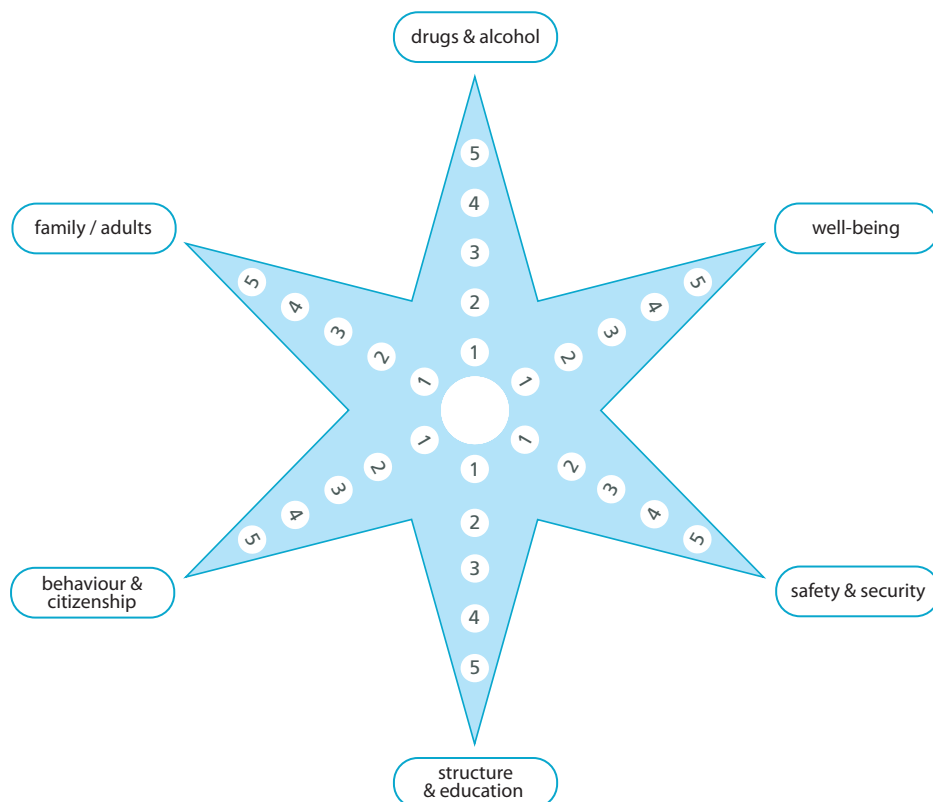


Figure 1: The Teen Star

# Part 1: Implementing the Teen Star™ in your service or organisation

Our experience of supporting organisations to use the Star, and other outcomes measurement tools, is that implementing it effectively and achieving the full benefits of using it can take some time. It requires ongoing attention and a commitment to follow the process through and address issues and blocks as they arise. For this reason it is important that you don't expect instant results but that the managers see the implementation of the Star as a process and expect to give it ongoing attention.

There are eight steps to introducing the Star in your organisation:

1. Review your reasons for introducing the Star to your service
2. Check that the Star is suitable for your service
3. Try it out
4. Integrate the Star into your systems and paperwork
5. Training or workshops for staff
6. Ensure the Star is used consistently and well
7. Analyse and interpret the data
8. Share and act on the data

## 1 Review your reasons for introducing the Star™ to your service

Research on implementation of the Star has shown that it usually works best when an organisation is implementing it because they feel it will be helpful to clients and/or enable the service to learn what works. If you are introducing the Star to meet commissioner requirements, explore first how it can also help your service. You might find it helpful to look at the Outcomes Star website – [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk) – to find out more about the benefits of using the Star and what different clients, workers and managers have said about it.

## 2 Check that the Star™ suitable for your service

The Star is suitable if you answer yes to three key questions:

- Do you aim to help people make progress in all or most of the areas covered by this tool?
- Does the Journey of Change describe the journey your clients take?
- Do you have one-to-one assessment and review processes into which you can incorporate the Star?

## 3 Try it out

Encourage at least some workers to try the Star with a number of teenagers to test how it works in practice, explore practical issues of how to use it in your service and enable you to address any problems before it is rolled out. Where it goes well, this demonstrates to others that it is a positive and accessible tool.

## 4 Integrate the Star™ into your systems and paperwork

The Star works best as an integral part of assessment, review and action planning. It is important that the Star is fully incorporated into this process so that it does not duplicate other discussions or paperwork, such as needs assessments. We do not recommend that the Star is used in parallel with other outcomes tools.

### When to use the Star™

It is up to your organisation to set a policy specifying when service users should complete the Star and how that fits with other processes. This policy will depend on the length and intensity of a service. For most types of service we recommend:

- A first reading at the point of developing the first action or support plan, and ideally within the first two to three sessions
- Using the Star every four to six weeks as a general rule, linked to reviewing support or action plans
- On exit from the service.

It is not usually appropriate to complete the Star at a first meeting or an assessment to decide whether someone should use the service. This is often too soon and teenagers may not be ready to disclose enough information to give an accurate first reading. However, there is a balance between getting to know the teenager and the need to record an accurate start point before much change happens. If the teenager does not want to or is not able to engage in sessions or with the Star in their first two to three sessions, you can opt for a worker-only initial reading to provide a baseline.

### Can it replace paperwork?

The Star is not intended to increase the amount of paperwork an organisation requires clients and workers to complete. Services may find that the Star Chart and Star Action Plan can fully or partially replace their existing needs assessment and/or action or support plans. If your organisation decides to continue to use an existing action plan format it is not necessary to complete the Star Action Plan as well.

### How will the information be recorded and summarised?

It is advisable to keep a copy of each Star reading and Star notes on the teenager's file. Teenagers may also want their own copy. It is also necessary to enter the Star readings onto some kind of database so that the information can be summarised and analysed for a whole project or group of projects. We recommend that you use the Star Online for this.

## 5 Training or workshops for staff

The Star is as good as the workers who use it, so it is vital that all members of staff using the Star complete training with Triangle or a licensed Star trainer.

It is important to make clear how the Star fits with other initiatives and training that staff have received. For example, if your organisation uses Motivational Interviewing, it will help workers if you can integrate the Star with this approach. Effective use of the Star requires that those using it are skilled in working with service users. Introducing the Star may be an opportunity to review the training needs of your staff in this area and address any outstanding concerns.

## 6 Ensure the Star™ is used consistently and well

Quality can be checked and encouraged in three main ways:

- Incorporating the Star into staff supervision
- Routine auditing of client files
- Discussion in team meetings.

Organisations who have used the Star successfully report that these practices help to keep the Star live and support consistency in its use.

## 7 Analyse and interpret the data

Star data can be used for routine monitoring of the service and periodic research into service effectiveness. The key Star data across a service is:

- The average start point for teenagers when they first come to the service in each of the six areas, and the overall average of the readings
- The percentage of teenagers who make positive progress, stay stable or slip back on each of the scales between review periods and the percentage whose overall average reading has increased, stayed the same or decreased
- The average amount of progress made by those teenagers who have moved forward on each scale.

This analysis can also be used to compare the progress of different types of client, for instance the progress of young men compared to women, those with specific needs or those engaged in particular activities.

This data provides a rich source of information, including whether people come to your service with an appropriate level of need and the progress they make. This could highlight areas of success and/or areas of concern for further exploration. You can compare average outcomes with projects within your organisation and, if using the Star Online, with the national average for similar types of service and client group.

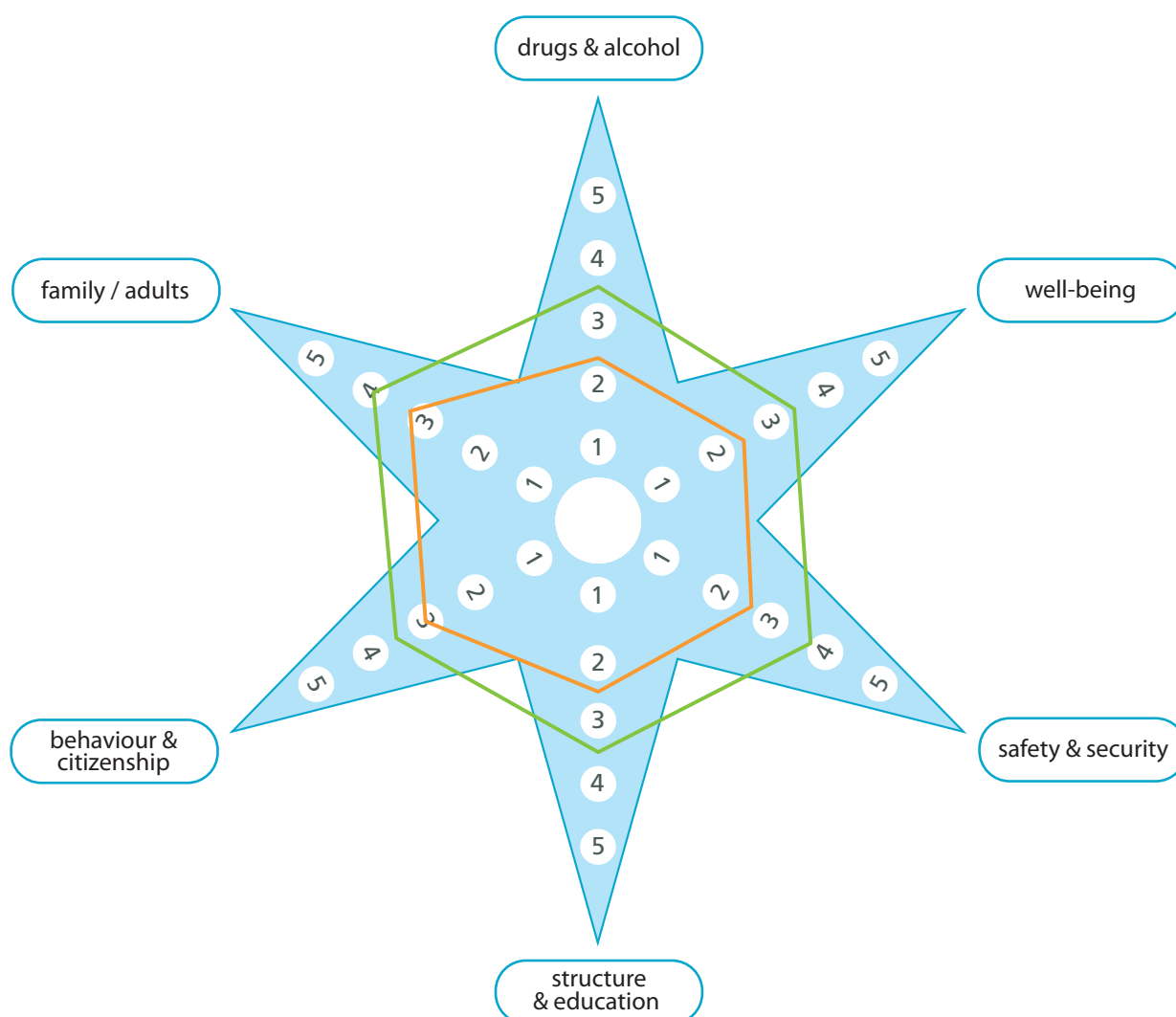
All of this is food for reflection and exploration, rather than judge and jury on what is good or bad about your service.

The tables and completed Star below and on the next page show data from a pilot of the Teen star:

**Table 1: Average Start, review and change**

	First	Review	Average change (outcome)
Drugs and alcohol	2.3	3.5	1.2
Well-being	2.5	3.3	0.8
Safety and security	2.6	3.8	1.2
Structure and education	2.5	3.5	1.0
Behaviour and citizenship	3.0	3.5	0.5
Family and other key adults	3.2	3.9	0.7
<b>Overall average</b>	<b>2.7</b>	<b>3.6</b>	<b>0.9</b>

This information can be presented visually on a Star Chart for the service.



**Figure 2: Data from table 1 presented visually, showing outcomes for the service**



## Table 2: Percentage of clients showing change

This table shows the proportion of service users in the pilot who made positive progress, stabilised or whose readings went downhill, in each of the six Star areas.

	Positive change	Negative change	No change
Drugs and alcohol	64%	18%	18%
Well-being	46%	18%	36%
Safety and security	73%	18%	9%
Structure and education	55%	9%	36%
Behaviour and citizenship	36%	9%	55%
Family and other key adults	46%	18%	36%

In addition, 73% made progress in terms of their total Star readings across all six areas and 27% slipped back. For half of those slipping back, this was a result of more accurate readings at review as the teenager disclosed more information, not a real negative change.

## 8 Share and act on the data

All versions of the Outcomes Star, including the Teen Star, are designed to be used as part of an ongoing process of outcome measurement, learning and service improvement. This means it is vital that once you have analysed your data you share it with others and make changes in the light of it. Key audiences for your data include: your management team, board or management committee, workers and commissioners.

# Part 2: Using the Teen Star™ with teenagers

The Star is designed to be used as an integral part of your work with teenagers. It is meant to be a positive, helpful process, stimulating and focusing discussion and providing a useful basis for agreeing actions to be taken. Before you start, make sure you know how the Star is being used in your organisation, including when and how often it is completed and what happens to the Star Chart and the data. Then, the following brief guidance is designed to help you use the Teen Star well so that it is a positive and motivating experience for both you and your client.

1. Understand the Journey of Change before you start
2. Explain the Star and Journey of Change to your clients
3. Use the Star resources to cover each of the six Star areas
4. Use the process of agreeing where a teenager is on each scale
5. Use the completed Star Chart as the basis for an action plan
6. Revisit the Star at reviews
7. Complete a final Star when teenagers leave the service

## 1 Understand the Journey of Change before you start

It is important to familiarise yourself with the Teen Star and Quiz before using it. In particular, you need a good understanding of the underlying Journey of Change to confidently and meaningfully use the Star with teenagers. The following are helpful:

- Complete Star training from Triangle or a licensed Star trainer
- Try out the Star a few times by bringing to mind teenagers you know reasonably well and working out where you would place them on each scale using the summary Journey of Change and the quiz
- Read through the more detailed description of the Journey of Change on the next page and see if you can relate it to the process you have seen teenagers go through
- Remember, not all teenagers will start at 1 and not all will reach 5
- The Journey of Change has many similarities with the Cycle of Change<sup>1</sup> and if you are familiar with this model you may find the links helpful.

<sup>1</sup>Prochaska, J.O., DiClemente, C.C. (1982) "Transtheoretical Therapy: Towards a more integrative model of change" *Psychotherapy: Theory, Research and Practice*, Vol. 19 pp 276-88. This also has five stages: Pre-contemplation (equates to 1 on Teen Star journey), Contemplation (equates to 2), Preparation (start of 3), Action (4) and Maintenance (5)

# The detailed Journey of Change

## Not safe

### **"I don't want to think about this"**

At the beginning of the journey a teenager is **not safe** due to their behaviour or circumstances but does not recognise there is a problem or meaningfully engage with services. This could include harmful or risky drug use or drinking, lack of structure, unsafe family context or getting in trouble a lot.

## Want change

### **"Things are bad and I want them to change"**

The teenager's behaviour is risky and harmful at this stage too, but they are worried by some things that have happened or have had enough of being in trouble. They **want change** and may go along with some of the things workers suggest.

## Making changes

### **"I'm making changes but it's hard – things happen"**

At this stage they are **making changes** for themselves; they have a sense of how they want things to be in their life and may take the initiative and try new things. This is a tough stage and it can help to have plenty of support. Quite often things may not work out and they get in trouble.

## Alright

### **"I'm doing alright but sometimes there are problems"**

The next step is doing **alright**. This may mean doing alright with maintaining the changes they have made, if things had got pretty bad. Or a teenager may start at this stage in some or all areas of their life if the issues they have are relatively minor.

## Safe and well

### **"Things are fine and when I need support I know where to find it"**

By this stage a teenager would not need help from a service with this area of their lives – they have family, friends or other support and a level of resilience. They take reasonable care of their physical and emotional health, have a structure to their weekdays, any drug or alcohol use is moderate and safe and they have supportive family or other adults in their life.

## 2 Explain the Star™ and Journey of Change to your clients

In order to participate meaningfully, the teenager needs to have some understanding of the Star and Journey of Change. This means introducing it to them before you start. There are options and resources for doing this:

- Show and talk through the visual Journey of Change in the Star Chart
- Show the Teen Star Quiz, maybe highlighting the Drugs and Alcohol question to introduce the concept of a defined scale or journey
- Show the Star Chart, pointing out the 1-5 scales and verbally describe the underlying journey.

Whatever approach you use, it is important to emphasise that the Teen Star scales follow a defined journey.

Your service may also want to introduce the Teen Star to groups of young people so that people have some understanding before sitting down with you to complete it.

## 3 Use the Star™ resources to cover each of the six Star areas

The Star is a flexible tool which you can use in a way that responds to individual teenagers' needs and your existing ways of working; there is no script or set questions. The Teen Star Quiz is an optional resource. The following are pointers and options to help you to find a way of working with the Star that is comfortable for you and your clients.

### 3.1 Ask clients to complete the Teen Star™ Quiz

Download and print a copy of the Teen Star Quiz – six multiple choice questions covering the six Teen Star areas. Options for how to use this include:

- Give the teenager the quiz at the start of the session and ask them to choose where they are on each of the six scales, circling the appropriate number
- Have an open discussion broadly covering the six areas and then give them the quiz to complete
- Either way, you can leave them to do it as self-completion on their own or go through the scales with them, paraphrasing or expanding on the possible responses as needed to ensure they can choose meaningfully
- Use their responses as a springboard for discussion of that area. You can do this either as they go through the quiz or once they have completed all the questions
- When they have finished, ask them to transfer their responses onto the Star. If they have completed the quiz without discussion, use this as an opportunity to engage with their responses and do a reality check – for more on how to do this see section 4 on the next page
- Once they have transposed the numbers on to the Star, ask them to join the points to create a shape.

## 3.2 Complete the Star™ with clients without the quiz

- Have the Star and visual Journey of Change on the table (if using a paper version) or on screen (if you are using the Star Online)
- Pick one of the six Star areas and have an open discussion to get a feel for the issues in that area
- Then look together at the visual Journey of Change to place the discussion within the context of this and help choose where the teenager is on the Journey. Mark the agreed number on that Star scale and move on to the next area.
- Alternatively, you can look together at the Star and visual Journey of Change as a starter for discussion of each of the areas in turn
- Another option for those particularly put off by paperwork is to have just the Star Chart on the table and go through each of the Star points, verbally describing and drawing on the underlying Journey of Change to guide discussion and guide the teenager towards a scale point.

Whatever approach you choose, it is vital that the discussion and agreed number is based on the Journey of Change and the defined scales. Without this, one person's 3 could be another person's 5 and although the process may still be helpful on a one-to-one basis, your service will not be able to learn from the collated Star data.

## 4 Use the process of agreeing where a teenager is on each scale

Agreeing the appropriate point on each of the scales can provide a rich basis for discussion and for learning about each client and how they view themselves and their life. It can also present challenges, especially with teenagers. This process is also flexible, whether or not you are using the Teen Star Quiz. Options are:

- To invite the teenager to take the lead and say where they consider themselves to be on the Star scale or quiz options, including their reasons for their choice, or
- To suggest where you think they are, based on your experience and on discussion with them
- Use both of these approaches and draw on any differences of perception or opinion as a basis for further discussion.

If a teenager is at 2-3 or above in all or most areas of their life, they probably have enough perspective to take the lead in placing themselves on the Star scales. The extent to which they feel able to do this may depend on how confident they are and their understanding of the Journey of Change. As worker, you may need to be more directive and leading in arriving at a scale point with teenagers nearer the start of the Journey of Change, particularly where there is no recognition of any problems.

If a teenager struggles with low self-esteem, they might choose a low scale point and your role as worker might be to remind them of what they have achieved to enable them to recognise the point they have reached.

With others, even low self-esteem may manifest as high scale points chosen or someone may not be in touch with the risks they are exposing themselves to. Your role might include providing evidence for a more realistic assessment from which progress is possible. It may be helpful to point out discrepancies between their behaviour or situation and their view of where they are on the journey, paving the way for a meaningful discussion or working relationship.

One common example of a discrepancy is where a teenager is using what you know to be a harmful or unsafe amount of drugs, or they have other major issues. Because the teenager does not recognise this behaviour or situation as unsafe or harmful, they place themselves at 4-5 because they think it is alright or even good. You would place them at 1 because of the combination of being unsafe and not recognising the harm or potential harm.

An agreed scale point may not always be possible. If there is no agreement and your professional judgment is that further discussion of differences is not helpful, you can choose to record both readings on the Star, clearly labelling which is which.

Whatever process you use, it is essential to maintain clarity about what the underlying Journey of Change measures in the version of the Outcomes Star you are using. The Teen Star primarily measures somebody's **attitude and behaviour** in relation to each aspect of their life.

Once agreed, mark each scale point on the Teen Star Chart or Star Online and either join the points (on paper) or if you are using the Star Online generate a completed Star. You can choose to use the notes section in the form to record any points from your discussion that you want to keep.

## 5 Use the completed Star Chart as the basis for an action plan

The visual of the completed Star provides an excellent basis for generating an action plan, including opportunities for asking motivational interviewing questions to help the teenager build on strengths and progress and apply those to other areas of their life and identify discrepancies.

Once you have the completed Star, either on paper or on screen, look at it together and prompt the teenager to reflect on it as a basis for what to do next. How you do this will depend on you, the teenager and the approach used within your service, but possible questions are:

- ? Is the shape of the Star an accurate and helpful picture of how things are for them right now?
- ? What does it tell them about what areas are going well and where they are fine?
- ? What are the strengths that they bring to those areas that are going well? How might they apply those strengths in other areas of their life?
- ? What does the shape tell them about which areas need attention and might be holding them back?
- ? Which areas would they most like to address first? These may not be the lowest readings; they could be aspects that when addressed would have a positive knock-on effect in other areas or where the teenager feels most confident or motivated at the moment.

Once you have agreed on which areas are to go on the action plan, these can be noted and for each area further questions might include:

- ? Where on the journey do they want to get to by the next review or end of the agreed number of sessions?
- ? What needs to change in order to be at that point?
- ? What actions are needed in order to bring about that change?
- ? Who is responsible for those actions?
- ? Is it appropriate to set a deadline for completing them?

You can complete the Teen Star Action Plan or use your organisation's own action planning documentation.

## 6 Revisit the Star™ at reviews

The Star is designed to be completed at regular intervals; with a brief intervention this is likely to be towards the start and end of an agreed number of sessions, though you can choose to do an interim one as well. The time period needs to be agreed within your organisation as part of implementing the Star (see part one of this guide for more on this). It usually makes sense to integrate the Star with action plan reviews.

At each review, repeat the process of discussing each of the Star areas – using the Teen Star Quiz if it helps – and agreeing where the teenager is on each scale. We recommend you do this initially without reference to the previous Star readings, to focus on a snapshot in time without being influenced by previous assessments. However, once the scale points are agreed it is helpful to display current and previous readings on one Star Chart to give an instant visual picture of change. If you are using the Star Online, you can view up to three completed Star readings on the same Star.

You can then look at the new Star shape and visual of progress and encourage open discussion. Here are examples of the kinds of questions you might use:

- ? How do they feel about what they see? Does what they see on the Star fit with their own sense of how they have changed?
- ? What response do they have to seeing any change visually on the Star? Particularly, how do they feel about seeing where they have moved up one or more of the scales?
- ? Do they realise the achievements they have made?
- ? What has helped them make progress? What strengths have they brought to this? What might they learn from that to help them in other areas?
- ? What areas do they want to address now – the same or new ones?
- ? Where do they want to get to by the next review? What is needed to get to that point? What do they want to include on the action plan?

Then complete a new action plan, file the forms and/or enter the data.

You might find that a client discloses significant new information after a few sessions. If so, it might be helpful to complete the Star again at that point. Although this may result in a lower reading than the first, you and they can recognise together the positive aspects of openness and awareness that have led to that change in shape. And from that revised position progress can be made, sometimes even quite rapidly.

When positive change occurs, reviews can be very helpful in encouraging and motivating both the teenager and worker as the Star makes progress very evident. Change is hard, particularly when starting to make changes (point 3), young people can get overwhelmed by the challenges or feel low when things go wrong. Seeing progress on the Star can help to encourage people and reinforce change as they start to try out new ways of doing things. You can use your discussions with your client to help point this out.

## 7 Complete a final Star™ when teenagers leave the service

It is a good idea to complete a final Star when the teenager leaves the service. This means that the project has a snapshot of the teenager when they leave the service, which is useful for measuring the final outcome for that individual.

If it is possible to complete this final Star with the young person it is also likely to be helpful to them, enabling them to review the time they have spent at the project and the progress they have made there. If this is not possible – for instance with unplanned exit – the final reading can be done as a worker-only assessment and recorded as such.

If the teenager is moving to another service then it may also be helpful to share this final Star with the new project, especially if they use the Teen Star or other version of the Outcomes Star as well. This will provide valuable continuity, enabling the project and teenager to continue to look at their progress. Even if the new service does not use the Star, the teenager may want to take a copy of their Star with them.

Using the Star may have a significant impact on the way that you work with teenagers. Feedback from those using different versions of the Outcomes Star with a range of client groups has reported that the Star enhanced keywork through:

- **Increasing service-user engagement because** it provided a clear focus for conversation
- **Demonstrating and reinforcing progress** – seeing the change set out in a visual way was very encouraging to teenagers and workers
- **Helping with goal-setting** because the Journey of Change helps to break change down into small manageable steps
- **Creating a more holistic approach** because the Star requires conversations about all aspects of someone's life. It can also help break the ice when there are areas that feel difficult to touch on
- **Increased focus in keywork** because the Star sets out the key areas that the project is there to help the teenager with
- **More systematic and consistent keywork** because the Star creates a consistent framework for the keywork sessions.



# How the Star™ Journey of Change can help inform keywork

Some organisations find that the Journey of Change underpinning the Star can provide valuable pointers for how to work with someone, particularly in relation to how much support someone may need and the likelihood of them following through on actions independently.

The following are pointers that may be relevant and helpful in looking at how you work with teenagers based on the Star:

## Not safe

Young people at this stage are unlikely to be interested in or able to talk about change in this area of their life. The aims of your work with them could include:

- Advice and encouragement to minimise harm and reduce risk to themselves and/or others
- Developing trust through providing practical support and building on the moments when they are open to talk
- Pointing out discrepancies between their view of how things are and evidence of difficulty, and other ways to nudge them towards wanting change.

## Want change

Young people in this stage may discuss this area of their life, say they want things to be different and even agree actions or changes but mostly not follow through. They may not feel very hopeful or be clear what they do want. Keyworking at this stage may need to focus on:

- Providing practical support with pressing issues, for instance consequences of past offending or with school
- Setting up appointments for them and accompanying them to any external referrals as at this stage teenagers won't be taking the initiative
- Lots of encouragement and support to follow through on actions.

## Making changes

At this stage there is a feeling that this person is really on board with making changes. They may be quite excited and thinking about goals for the future; they may also be anxious or find things often do not work out as planned. The goals of keywork at this stage may include:

- Be prepared to offer even more support because doing new things can be hard. But the support is about encouragement and helping them to plan what they are going to do, rather than doing it for them
- As they try new things there will be successes and failures which will provide opportunities for learning and reflection
- By taking time to look at what has worked and why you may help them move to the next stage of the journey.

## Alright

When teenagers reach this stage after working their way through the other stages, the focus of keywork may include:

- Celebrate the achievements
- Support through the setbacks
- Help the teenager reflect on their experiences. What can they learn from the things that went well, and from the difficulties they experienced? How will they apply this learning over the coming weeks and months?
- Supporting the person to deal with the difficulties themselves and building their self-knowledge and resilience. This will help them move to the fifth and final stage.

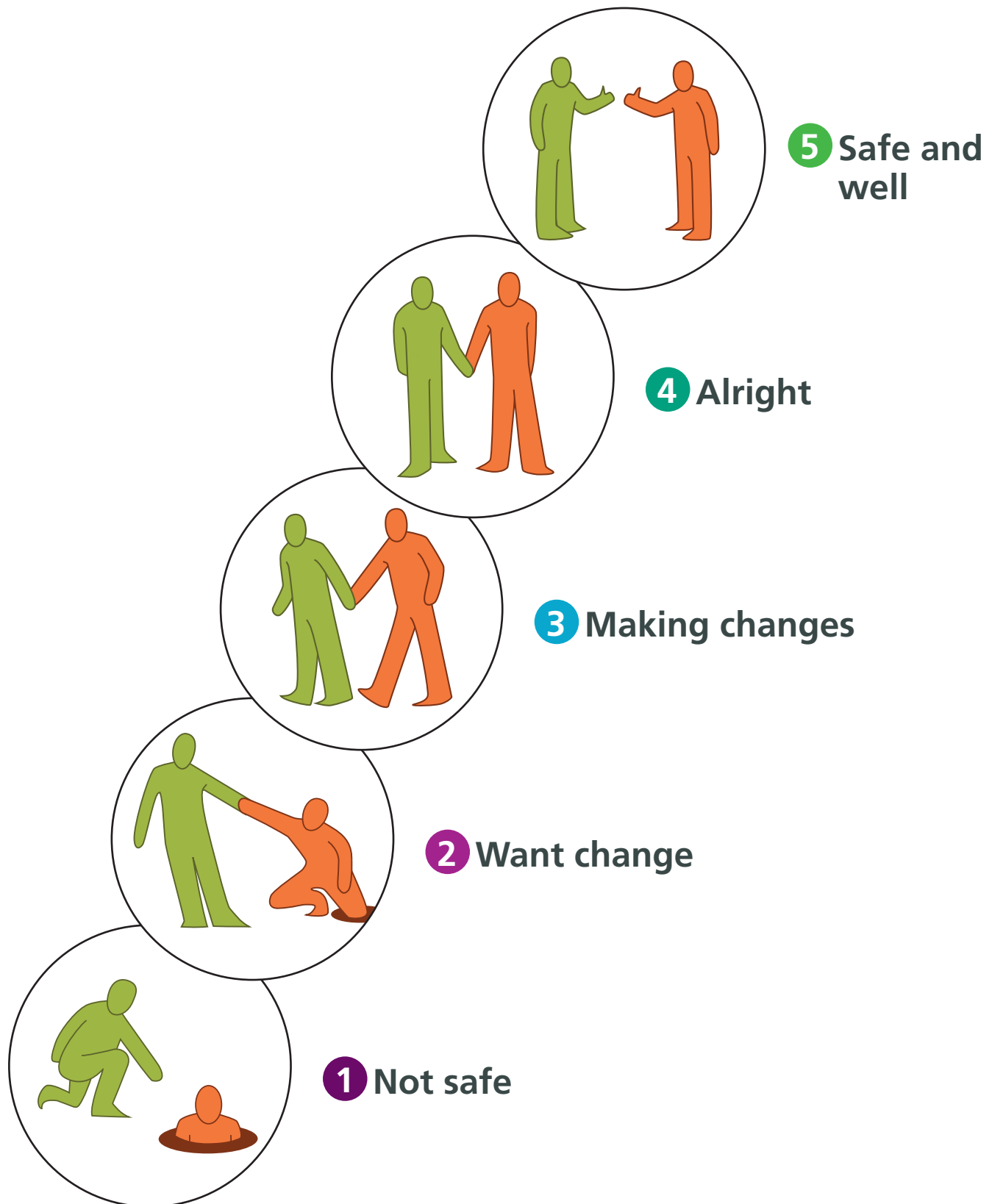
If the teenager is at this stage due to some issues but things have never been really bad, the focus will primarily be on increasing awareness of potential risks and prevention.

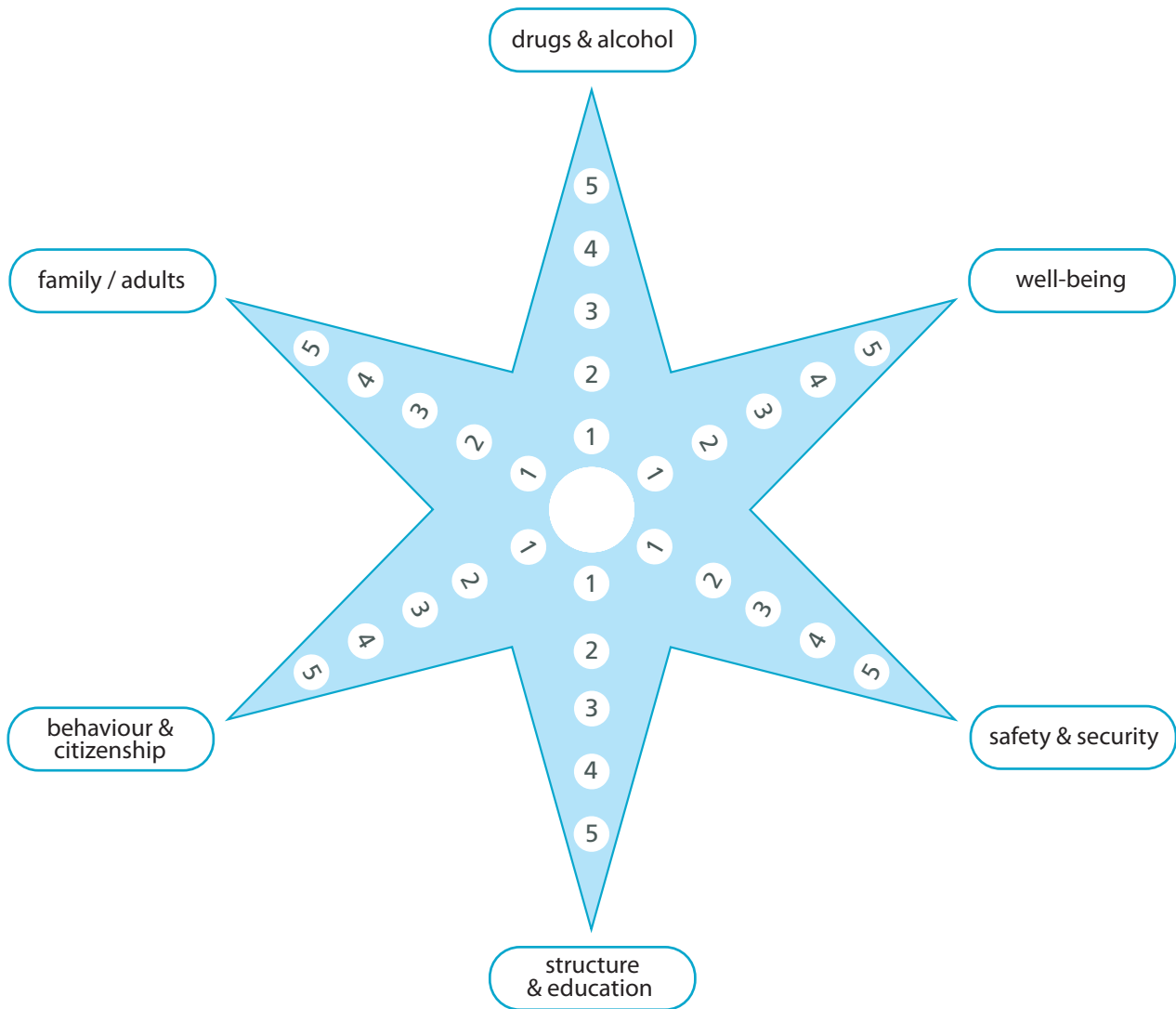
## Safe and well

At this stage a teenager has little or no need for support in this area. It may be that this has never been a problem, or they have made changes to keep themselves reasonably **safe and well**. They may well disengage from the service at or before this stage, but if not the focus of keywork includes:

- Continue to reinforce the learning that has taken place
- Help the teenager build support networks outside the project
- Ensure that they know how to spot for themselves the warning signs that they might need help in this area
- Some teenagers may find it hard to let go of professional help, even when they don't really need it any longer. In this case it is important to support the growth of self-confidence and give people practice in drawing on other, more informal sources of support.

# The Journey of Change





The Teen Star™ is a version of the Outcomes Star™, a family of tools developed by Triangle for supporting and measuring change when working with people.

## This Star is one of a growing family

See our website for:

- Versions tailored to different people, settings and sectors
- The evidence base that supports the Star
- Testimonials and case studies from Star users

[www.outcomesstar.org.uk](http://www.outcomesstar.org.uk)

## How to use the Outcomes Star

- Sign up for Star licences including the option to use our Star Online web app
- Ensure all members of staff attend Star training and explore specialist courses
- Access Star materials, other tools and ongoing support from Triangle

**Go to [www.staronline.org.uk](http://www.staronline.org.uk) for a free 30-day demo**