

residential practice framework



Young person focused

Engagement, assessment and planning

- How are we engaging with the young person to establish an early relationship?
- Are communications clear, open and maximising positive interactions?
- Does the young person know what is expected of them?
- Is our practice ethical, purposeful and respectful of the young person's rights?
- Do we understand the young person's needs (health; education; criminogenic; therapeutic)?
- Are the right assessments being used?
- How will we support continuity for the young person (eg life story work)?

Changing behaviour and supporting wellbeing

- Are we understanding the young person's strengths, needs and vulnerabilities?
- Do we understand what motivates them and how is the young person's wellbeing monitored?
- How is the worker's relationship with the young person influencing values, beliefs, attitudes and behaviours?
- How are we reinforcing positive behaviour, modelling pro-social values and challenging anti-social comments and actions?
- Are we alert to early warning signs of problems for the young person or the group?
- Do changing circumstances require us to revise or revisit the plan?
- Are plans and services being implemented, monitored and reviewed as agreed?

Reintegration and preparing for the future

- Is the young person at the centre of the planning and decision-making process?
- Does the young person know their rights on leaving residential care?
- What are their thoughts and feelings about leaving?
- What skills has the young person developed to equip for community reintegration?
- Are emotional as well as practical concerns being addressed by the reintegration plan?
- Has the young person's needs been identified and incorporated into the plan?
- Have we listened to the young person?

Family-led and culturally responsive

- How are we understanding the young person's family and cultural context?
- Are there any family alerts we need to talk to field staff about?
- How are family involved in the early assessment and care planning?
- Are we becoming clearer about the young person's journey and the role of family?
- What plan is there for ongoing family involvement?
- How can family be brought together to support the young person in residence?
- Are we identifying cultural and community supports for the young person?

- Is our practice ethical, purposeful and respectful?
- How are we harnessing cultural supports and community resources for the young person?
- Are we overcoming obstacles to family involvement?
- Do we have extended family actively involved and what can we do to engage them?
- Is family/whānau involved in processes of decision-making and planning?
- Are we preserving links with family/whānau, community and culture?
- What opportunities have been identified for the young persons contact with community?

- Are the workers coming together with the young person and their family to discuss and plan for reintegration?
- How is the family responding to the young persons impending discharge?
- Have support people been identified, gaps discussed and addressed?
- Has a young person supporter been identified?
- Does the family have a plan of support?
- What cultural supports have been mobilised?

Strengths and evidence-based

- Do we have clarity of task, structure, authority, roles and boundaries?
- What do we know about the young person's experiences of violence as victim and/or perpetrator?
- How are we factoring this into our work?
- Are we modelling positive values and behaviour from the beginning?
- What opportunities do we have to maximise the life space and to instill a sense of hope?
- Are we planning for transition and emphasising a continuity of focus?
- Are our professional systems working in unison?

- Is the young person fully occupied during the day?
- Is the young person actively engaged in quality education/training whilst in residence?
- Is the provision of work experience a component of their care plan?
- Are staff sensitive to bullying behaviour and responsive to abuse supportive dynamics?
- Are staff setting appropriate boundaries and responding to poor behaviour?
- Does the residence have a healthy staff culture where good work is valued and respected?
- Are staff receiving the supervision, training and support they need to work with difficult young people?

- Are we planning ahead to support successful transitions from residential care?
- Have all components of the plan been identified - lifestyle, safety and daily living; family and friends; health and wellbeing; learning and work; living arrangements; money; rights and legal issues, contingency support plan?
- Is the plan flexible and realistic?
- Is a plan review process in place?
- Are professional services working together to support the young person?

