



Time to Talk Next Steps Scotland



Webinar, 13 June 10-11am

Trialing online support for young people aged 16-25 with additional support needs in Scotland: *hearing their voice, building confidence & supporting transitions.*



Today's presenters and contact details



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National Development Team for Inclusion (NDTi)



[NDTi website](#)

A not-for-profit organisation working to enable people at risk of exclusion, due to age or disability, to live the life they choose.

Delivering:

- skills development
- policy & organisational development
- consultancy
- research & evaluation

Driving inclusion by:

- enabling people's voices to be heard
- coproduce programmes & resources which celebrate what's possible
- supporting changemakers & building self-determination



A Pilot Project in Scotland

April 2022 –
March 2023



Partners

Time to Talk Next Steps Scotland is a partnership between the [National Development Team for Inclusion](#) (NDTi), [Children in Scotland](#) & [Contact](#).



contact For families
with disabled children



Aim of the pilot

To determine best models of support & offer timely information to young people with additional needs & their parent & carers in Scotland as they transition into adulthood.

Transitions

The Principles of Good
Transitions 3: ARC
Scotland on behalf of
the Scottish Transitions
Forum



What we mean by 'transitions'

Transition is the period when young people develop from children to young adults. This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes.

During this period young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines.

Transitions also impact on the family or on those who care for the child or young person.



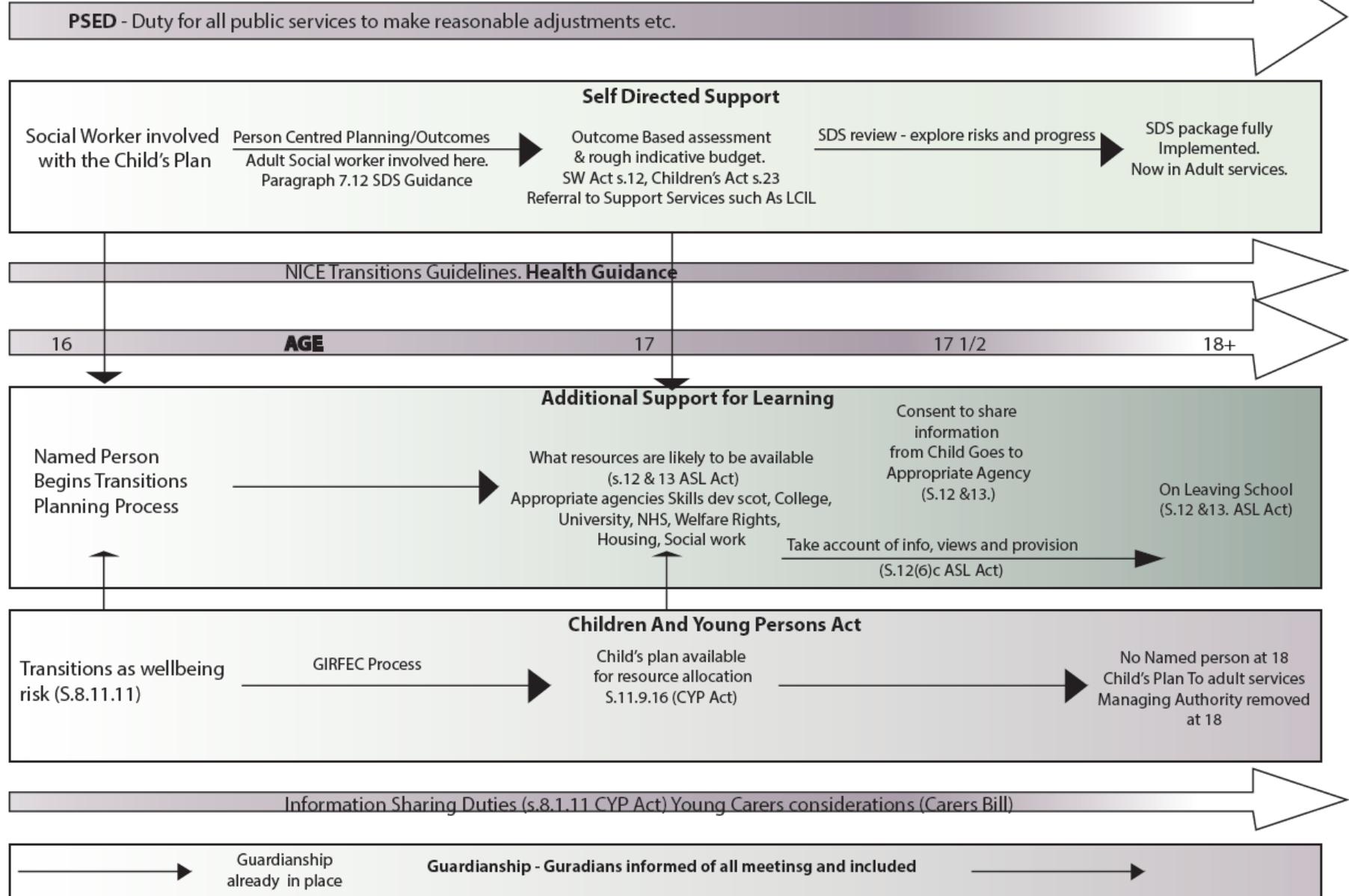


Heard it before?

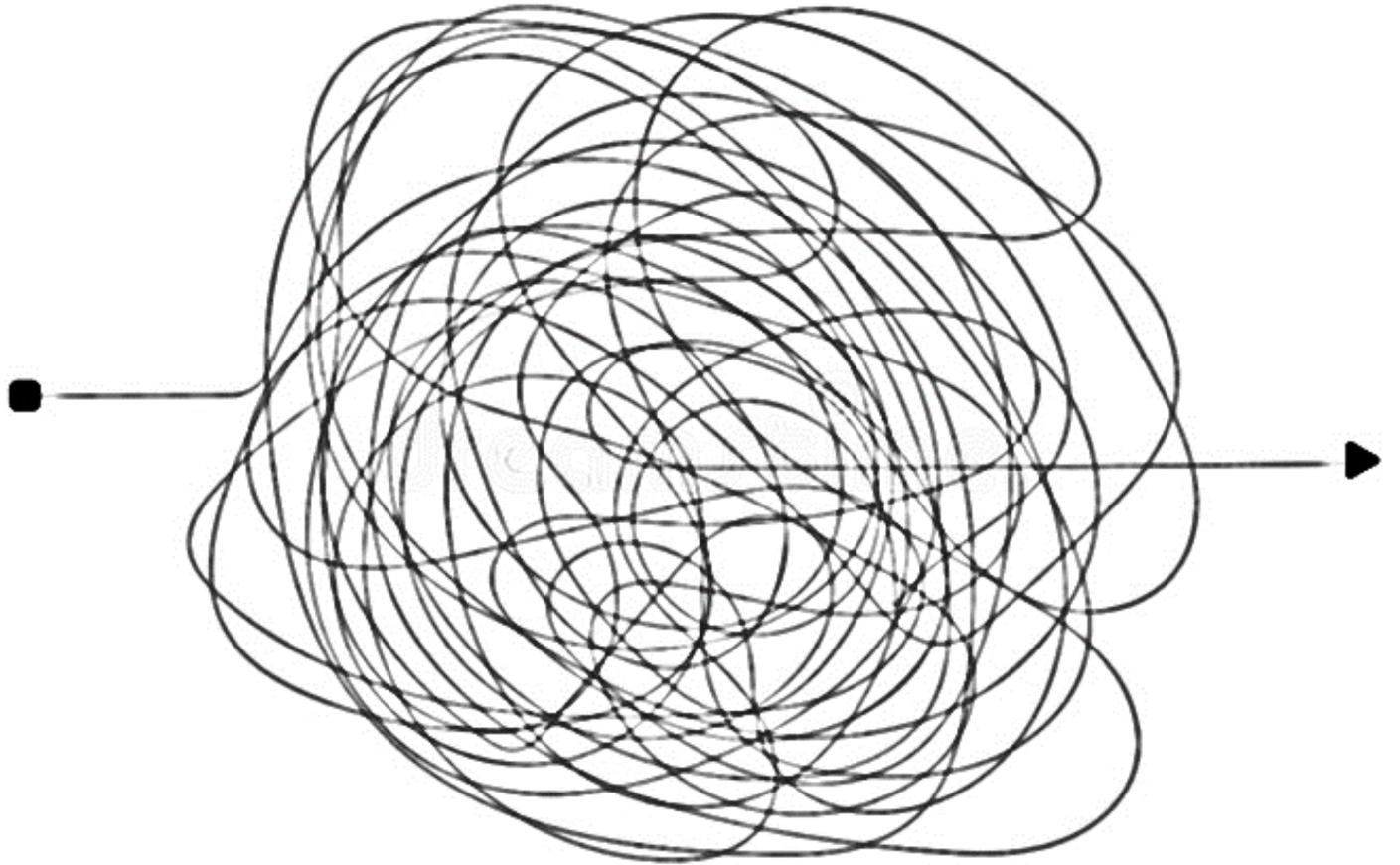
*“We have been having
this conversation for 30
years”*

Slide from The Scottish
Transitions Forum’s key note
presentation in 2016 at
SCLD’s transitions
conference

Some Nice Straight Lines?

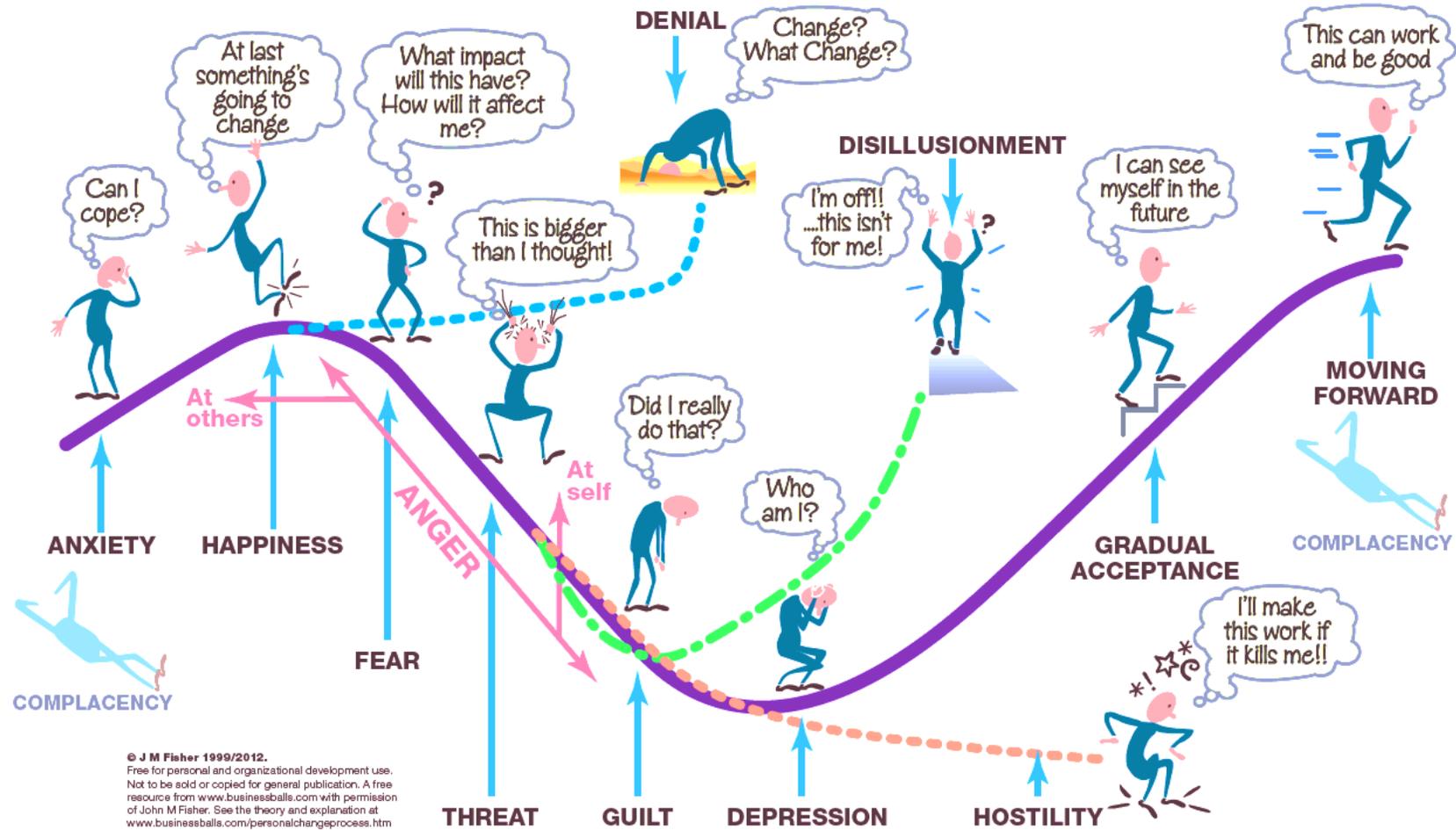
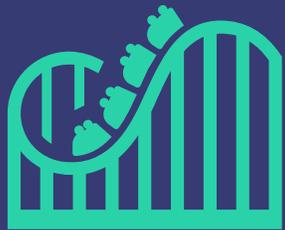


Transition
Looks More
Like This



The Process of Transition

John Fisher, 2012
(Fisher's Personal Transition Curve)



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Free for personal and organizational development use.
Not to be sold or copied for general publication. A free resource from www.businessballs.com with permission of John M Fisher. See the theory and explanation at www.businessballs.com/personalchangeprocess.htm



The Seven Principles of Good Transitions



- 1** **Planning and decision making should be carried out in a person-centred way**
- 2 Support should be co-ordinated across all services
- 3 Planning should start early and continue up to age 25
- 4 All young people should get the support they need
- 5 Young people, parents and carers must have access to the information they need
- 6 Families and carers need support
- 7 A continued focus on transitions across Scotland



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The model

- A combination of support which:
 - builds confidence & focuses on strengths
 - develops aspirations
 - focuses on goals & planning to support good transitions
- Personalised approach tailored to each individual
- All support is provided virtually
- Parents & carers can access support and information about transition (Contact)
- Informed by [Time to Talk](#) & [Time to Talk Next Steps](#)



Mark



“ A year ago, Mark wouldn't have engaged with anyone, but he has been moving in the right direction and you came along at the right time.

I'm also not sure he would have connected with anyone else the way he did with you. I can't believe he did all of the sessions on his own!

He's goes for a walk everyday and he says he's going to try out that online book club. ”

- Mother of Mark (aged 17)



A Pilot Project in Scotland

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Who?



- 45 young people aged 16-25 with additional support needs which present a barrier to transition
- Support will be targeted for those with:
 - high levels of anxiety
 - limited or no aspirations
 - who are not in receipt of other services on next steps
- **Parents and carers** receive support and information

Coproduction to develop Scottish project

Young people and parents & carers in Scotland are invited to coproduce the model. We will also collect views from practitioners throughout delivery to inform the learning.



Time to Talk Next Steps Scotland

Pilot Timeline



April to July 2022	August to December 2022	January to March 2023
Engagement & coproduction	Delivery of support to 45 young people & families	Assimilation of learning & dissemination –national transition development



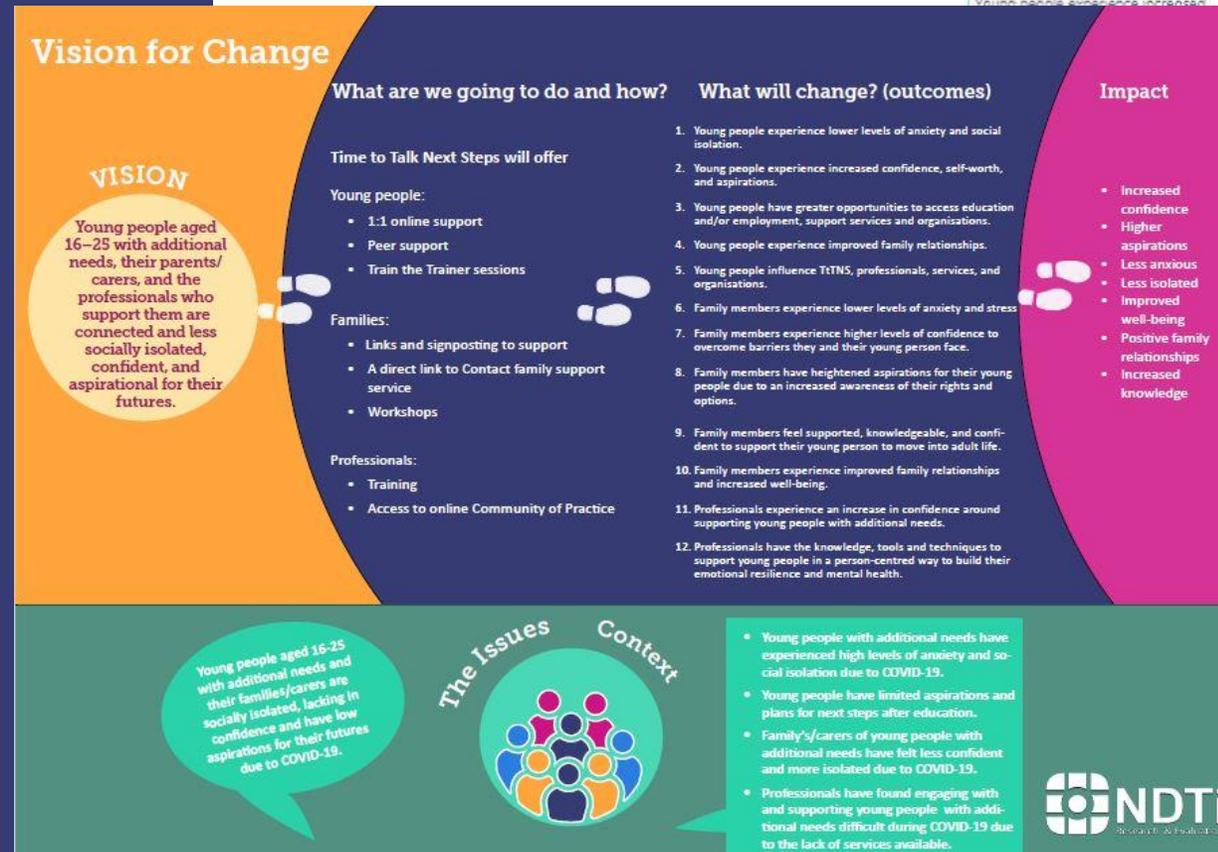
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Coproduced Evaluation Framework



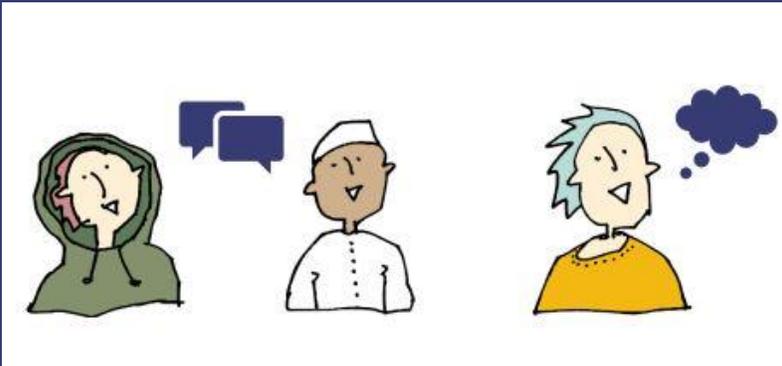
Building a Vision for Change: Time to Talk Next Steps

Young People		
Outcomes	The signs that things are changing	What evidence might we collect?
Young people experience lower levels of anxiety and social isolation.	<ul style="list-style-type: none"> Young people feel less anxious Young people feel more connected to the peers, families, and communities Young people have more social opportunities 	<ul style="list-style-type: none"> Request for support form data Post 1:1 support online survey- immediate and 3 months post support Interview or audio/video change stories guided by questions from Eval team, Change stories from delivery team Survey from families End of year workshop/gathering/reflection session
Young people experience increased confidence, self-worth, and aspirations.	<ul style="list-style-type: none"> Young people feel more confident Young people have greater self-worth Young people have higher aspirations for themselves and their futures Increase in standardised measures. 	<ul style="list-style-type: none"> Request for support form data Post 1:1 support online survey- immediate and 3 months post support Interview or audio/video change stories guided by questions from Eval team, Change stories from delivery team Survey from families Reflective diaries and/or online platform to share stories from peer supporters and/or young trainers End of year workshop/gathering/reflection session
Young people influence TKTNS, professionals, services, and organisations.	<ul style="list-style-type: none"> Young people apply for and/or start an educational course Young people undertake work 	<ul style="list-style-type: none"> Post 1:1 support online survey- immediate and 3 months post survey Interview or audio/video change stories guided by questions from Eval team



What Did We Learn?

Evaluation & Learning



What worked well?

- *Quick & easy access to support – average wait time 4 weeks*
- *Person centered & asset-based approach*
- *Relationships & trust*
- *Flexible & creative delivery*
- *Tools & resources*



What Did We Learn?



Impact on young people

- Young people's average **anxiety score reduced** from 8/10 before Time to Talk support, to 4/10 afterwards
- 58% **felt less lonely** as a result of their support
- 66% **had more ideas about the future** after their Time to Talk support
- 94% of young people thought the support offered by Time to Talk was **"good" or "very good"**



What Did We Learn?



Impact on families & carers

The support provided to young people by Time to Talk also had a huge impact on families:

“As a parent you do need someone to rally for you. To give you some credence with these people, they don't take you seriously but Time to Talk has given us that.”

“It was like taking off a cement overcoat the first time I talked. I hadn't realised how heavy the load, even though I see a therapist.

Knowing that there was someone with the knowledge and experience who had reached out to us, was a huge comfort. Also, someone who is willing to talk to me as a parent, to hear me and not judge.”



What Did We Learn?



Filling the gap

Families and professionals acknowledged the important role Time to Talk played in filling the gap in statutory services available to young people.

“ We have no experience of other activities/services that support this much-needed area of life... Time to Talk did not complement anything else he was receiving, as he has not had any support for planning for his future, this is the only support he has had and it's been invaluable. ”



How Could Time to Talk Be Improved?



[Evaluation Report](#)

- **More support** available for more young people
- **More time** available to those who need support
- **Action plans** used in support sessions to embed the work in young people's lives.
- A **network** of peers who have received support.
- **Workshops** for parents about how to support young people

Learning informed model for **Time to Talk Next Steps** 2021-2024 programme includes:

- Additional time available to young people
- Coproduction and delivery of training by young people for professionals
- Peer support sessions
- Workshops for parents and carers on transition & preparation for adulthood



Experiences of young people with additional needs leaving school

A survey conducted by young people with young people (DIVERgent Influencers – ARC Scotland)

- The path towards young adult life for young people with additional support needs fluctuated widely between periods of happiness and unhappiness.
- **Transition has an impact on young people's mental health** and wellbeing. For many this had developed into stress and more severe anxiety as they grow into young adults.
- **Young people are not generally asked simple questions** (e.g., what is your dream/goal? What is it you love to do?) and person-centred planning wasn't available to provide them with encouragement and inspiration to do what they would like to do.
- **Self-awareness and self-management** of diagnosis and health conditions help young people to become more independent.
- **Taking more responsibility and control was rated highly by young people to help them become more independent.** They indicated their experience of independence was related to their ability to manage social and personal barriers to inclusion, needing more confidence in social and everyday situations.
- **Availability of support** was the most important thing to help young people become more independent. Support could be provided by a family member, professional or other person.

Supporting Effective Transitions

Inclusion Ambassadors (Children in Scotland)

What works well when leaving school?

- **Feeling valued, listened to, and included in decisions**
- **Having time to discuss** their options, possible next steps and what needs to be done to make it happen.
- Being supported to try new subject areas
- Spending time at college.

What does not work well?

- They had to seek out the support that they do get.
- They did not get enough meetings with their careers advisors. Any additional meetings, outside those arranged by teachers, had to be organised by the pupils themselves.
- Primary focus was about getting students into college or university and not enough on preparing people for life. They **wanted more support with practical life skills**, such as managing money and accessing transport independently.
- Felt they needed **more, broader, experiences** to be clear about what they would be interested in doing next.
- **The current conversations around transitions and preparing to leave school felt little more than a tick box exercise.**

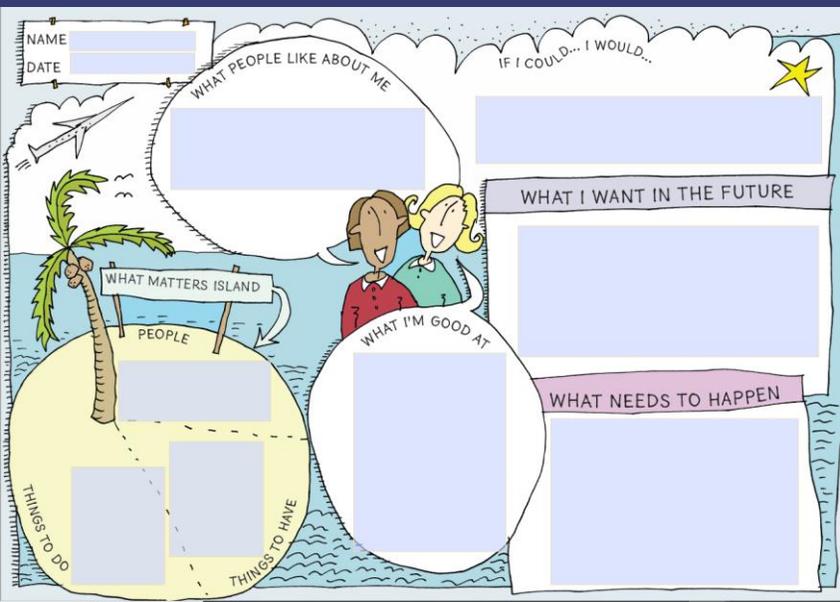
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Coproduction Sessions (NDTi & Children in Scotland)

- **Transitions is relationship & trust-based work** – we need to properly ask questions and actively listen.
- **Ask about the small things;** don't go straight into the future abyss.
- There can be **"toxic positivity"** – we need to acknowledge the negatives too.
- This project is about putting young people at the centre, with neutrality, to **allow confidence building, improved stamina and resilience.**
- **Having good information at the right time and in the right way** can reduce stress and strain between young person and parent.
- Staff need really-good active listening skills – not just working to a target – **setting personalised goals.**
- Can young people we speak to remember getting support for transition? (eg not just jobs but independence and friendships) – if not then that's what needs to change.
- Get to know us and our fears: **taking on independence is daunting and scary.**
- Its important to have a framework for a conversation – having tools to fall back can help depending on what the YP wants / chooses.

Children in Scotland's Role

- Take requests for support from young people or supporters
- Provide up to 6 one to one online sessions, each lasting up to 1 hour.
- Sessions may also be delivered in other remote ways including text, email, telephone, WhatsApp etc.
- Young people will be allocated an "Associate" – a skilled mentor to have person-centred conversations focusing on strengths, anxiety reduction, confidence building and wellbeing.
- Associates will use a range of **person-centred thinking, planning tools and approaches.**
- Associates can **research and signpost** to identified opportunities for and/or with young people.
- Associates can refer parents to Contact for **advice and guidance.**



Contact's Listening Ear Service for Parent Carers

- Take requests for support from Children in Scotland
- Parents can also get in touch themselves.
- Provide up to 10 parents with **one-to-one telephone appointments** with a family support adviser for reassurance and practical and emotional support.
- Parents have a dedicated hour booked in for a time that is convenient for them.
- With their consent, **ensure the views of parents are considered throughout the project.**



"Before we met Contact we were on our own. Now we are not on our own anymore."

Parent carer



Principles of Good Transition

Parents & Carers Are on Their Own Journey Too

"Contact is very special. They truly understand the depth of complexity families with disabled children face every day. They speak our language and provide practical support that is truly life-changing."

Parent carer

- Young people, parent and carers must have **access to the information they need**
- [Contact in Scotland - Talking About Tomorrow](#)
- [Advice & Guidance supporting disabled children, young people and their families, Scottish Government](#)
- Families and carers need support
- [Scottish Transitions Forum](#) wellbeing support and advocacy from the start
- Signposting to national and local organisations including local parent support groups



Next Steps?



Requests for Support can be made:

- By young people or on their behalf (only 1 form per person required)
- From July 1st 2022 (will be accepted until pilot reaches capacity.)

Places will be allocated:

- Throughout August (or until service reaches capacity.)
- Using the following criteria:
 - Young people between the ages of 16 and 25
 - Additional needs which present as barriers to transition
 - Not in receipt of other services on next steps
 - Young person is informed and wants to be engaged
 - No or limited aspirations for the future



**To follow up
or keep in
touch**



To make a request for support visit:

<https://childreninscotland.org.uk/time-to-talk-next-steps-scotland/>

For any questions or to log an expression of interest, please email Children in Scotland at:

timetotalk@childreninscotland.org.uk

To keep informed about the pilot or to share your views on transition with NDTi and partners please complete this short [form](#).



Q & A



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