



# Time to Talk Next Steps Scotland



Sharing learning from evaluation – webinar 12<sup>th</sup> June 2023

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



# National Development Team for Inclusion (NDTi)



[NDTi website](http://www.ndti.org.uk)

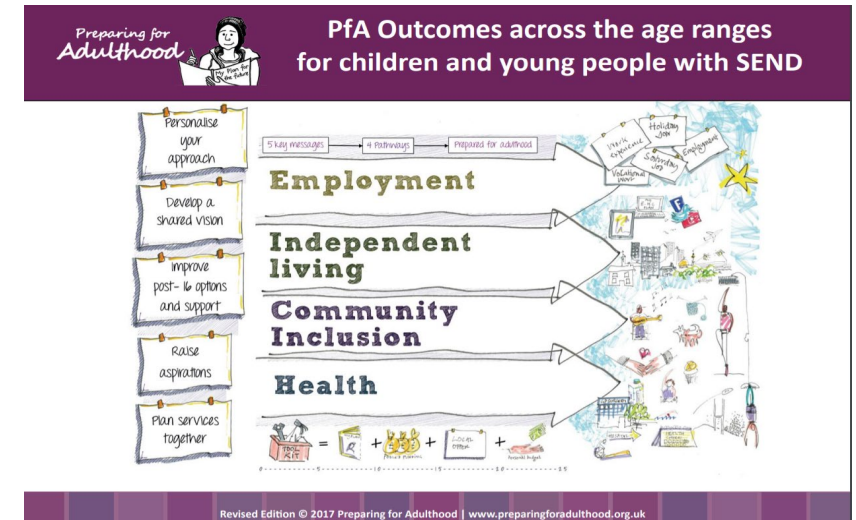
A not-for-profit organisation working to enable people at risk of exclusion, due to age or disability, to live the life they choose.

## 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



# Plan for today's webinar

- Background
- Partners
- Evaluation findings
- Questions and Answers
- Hearing your views



*How can this learning be used to inform good transition practice for young people in Scotland ?*



# Background



## Context

- Covid had presented a major barrier for young people in terms of planning and facilitating a good transition
- Parents feeling “desperate” and “frustrated” and young people having “checked out” (in the words of a young person)
- Enquiries to NDTi from families and professionals in Scotland - many young people with limited (or no) plans for the future experiencing high levels of anxiety and social isolation (autism, learning disabilities, physical disabilities, genetic conditions)

## Exploring options

- Webinar held with Children in Scotland and Contact (June 2021) to explore development
- Stakeholders in Scotland felt pilot could help fill a much needed gap in provision once adapted for the Scottish context
- Application to Scottish Lottery for pilot successful (Sept 22)



# 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.

# Children in Scotland

## Who are we?



## About us

- Children in Scotland are a national Membership organisation and giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

## Our Priorities

- Making sure that children and young people's views will be listened to, taken seriously and acted upon
- Delivering quality services that support children, young people, parents, carers and professionals
- Maintaining and building on a strong and effective network with a vibrant membership at its core
- Leading and developing the children's sector workforce
- Influencing policymakers to deliver on our Manifesto priorities
- Being an environmentally and financially sustainable organisation



# Children in Scotland

## Our Values



### Brave

We are champions of children's rights. We take a lead in empowering children and young people and improving lives. We do this with creativity and determination.



### Kind

We care about people and the environment, and the impact our work has on both. Empathy and trust are key in our approach and how we connect with others.



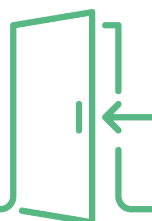
### Collaborative

We believe in inclusion and we work in partnership. The participation of children, young people and their families, our staff, members, the workforce and our wider network inspires us and is central to achieving our vision.



### Open and fair

We are committed to accessibility and honesty. We share our learning, evidence and new ideas. Integrity, balance and respect underpin everything we do.



# Children in Scotland

## Role on the pilot

### Recruitment of a team of experienced “associates” to

- effectively engage with young people - put them at ease, get to know them and identify strengths
- use a range of person-centred thinking, planning tools and approaches.

### Manage and allocate requests for support

- Young people could make a request for support themselves or a parent/carer or professional could do so on their behalf.
- Consideration was given to which supporter to assign to a young person based upon information from the request for support.
- Each young person was allocated a skilled associate/supporter.

### Provide virtual support for young people

- Up to 6 virtual one to one sessions for each young person were offered.
- Sessions were delivered on zoom or text, email, telephone, WhatsApp depending on young persons preference.





# Contact

Supports families with disabled children

We support families with guidance and information.

We bring families together to support each other.

And we help families to campaign, volunteer and fundraise to improve life for themselves and others.

## Parents and carers are on their journey too

Time for parents to talk and seek reassurance, practical and emotional support for themselves as well as information that can support their family and young person

### Key resources for parents and families

- [Contact in Scotland - Talking About Tomorrow](#)
  - [Scottish Transitions Forum](#)
- [Advice & Guidance supporting disabled children, young people and their families, Scottish Government](#)

# Contact

## Role on the pilot

### Support and information for parent carers

- The Listening Ear Service with family support adviser and appointments convenient for parents
- Signposting to national and local organizations including local parent support groups
- With their consent, ensuring 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

# Evaluation Questions



1. To what extent have young people and/or their parents/carers/families had their voices heard and felt valued as a result of the programme and what impact has this had on their aspirations and plans for the future?
2. What evidence is there that young people supported by the programme have developed emotional resilience and confidence as a result of the support received?
3. Is there evidence that young people and/or their parents/carers/families feel more socially connected as a result of the programme?
4. Is there evidence that young people and/or their parents/carers/families have more knowledge of the transitioning process; and what impact has this had on their ability to access relevant resources, contacts, and information (national and local) to support their transition to adulthood?
5. What evidence is there that parents/carers/families feel better equipped to support their young person's plans and aspirations?
6. What lessons can be learned from the analysis of outcomes?
7. What should the next steps be for Time to Talk Next Steps in Scotland now the Pilot has come to an end?

# Outcomes



1. Young people feel heard and valued
2. Young people feel connected socially
3. Young people have more confidence and emotional resilience
4. Young people have options, plans and aspirations for the future
5. Young people are accessing relevant resources, contacts, and information (national and local) to support their transition to adulthood
6. Parent/carers and family members feel heard, understood, and valued
7. Parent/carers and family members feel connected socially
8. Parents/carers and family members have confidence and knowledge of the transition planning process
9. Parents/carers and family members feel better equipped to support their young person's plans and aspirations
10. Professionals in the Children and Young People sector in Scotland have evidence to inform strengthen and develop consistent, high quality transition support for young people with additional needs in Scotland.

# Vision for Change and Evidence Grid

Young People		
Outcomes	The signs that things are changing	What evidence might we collect?
Young people feel heard and valued	<ul style="list-style-type: none"><li>• Young people have the opportunity to speak about things that are important to them</li><li>• Young people feel that what they say is heard and understood</li><li>• Young people feel valued, not judged, for the things they say</li></ul>	<ul style="list-style-type: none"><li>• Narratives/stories of impact shared by young people about their support in whatever medium is most comfortable (via CiS supporter via video or audio recording, art work etc.)</li><li>• Narratives, transition/life story curves shared by CiS supporter</li><li>• Survey from families</li><li>• End of pilot workshop</li></ul>

# Coproduction



- Partners reflected that having coproduction sit alone at the start of the Pilot rather than threaded through the year was a key learning point.
- Pilot should have been developed based upon the working knowledge of the transitions landscape for young people with additional needs and their parents/carers/family members that Children in Scotland and Contact had.
- Bring members of these groups onboard once some learning had been captured and what was being asked of them was clearer.

# Methodology

- Demographic data of young people requesting support from the Pilot collected by Children in Scotland.
- 11 interviews with the Supporters providing support to young people and/or their parents/carers/family members.
- 3 interviews with Delivery Partner leads
- Survey data from young people (6) and/or their parents/carers/family members (1)
- Learning session discussions (2)
- Email feedback from parents/carers/family members (12)
- Feedback from Children in Scotland Supporters, including sharing of plans made with young people and observed impacts.





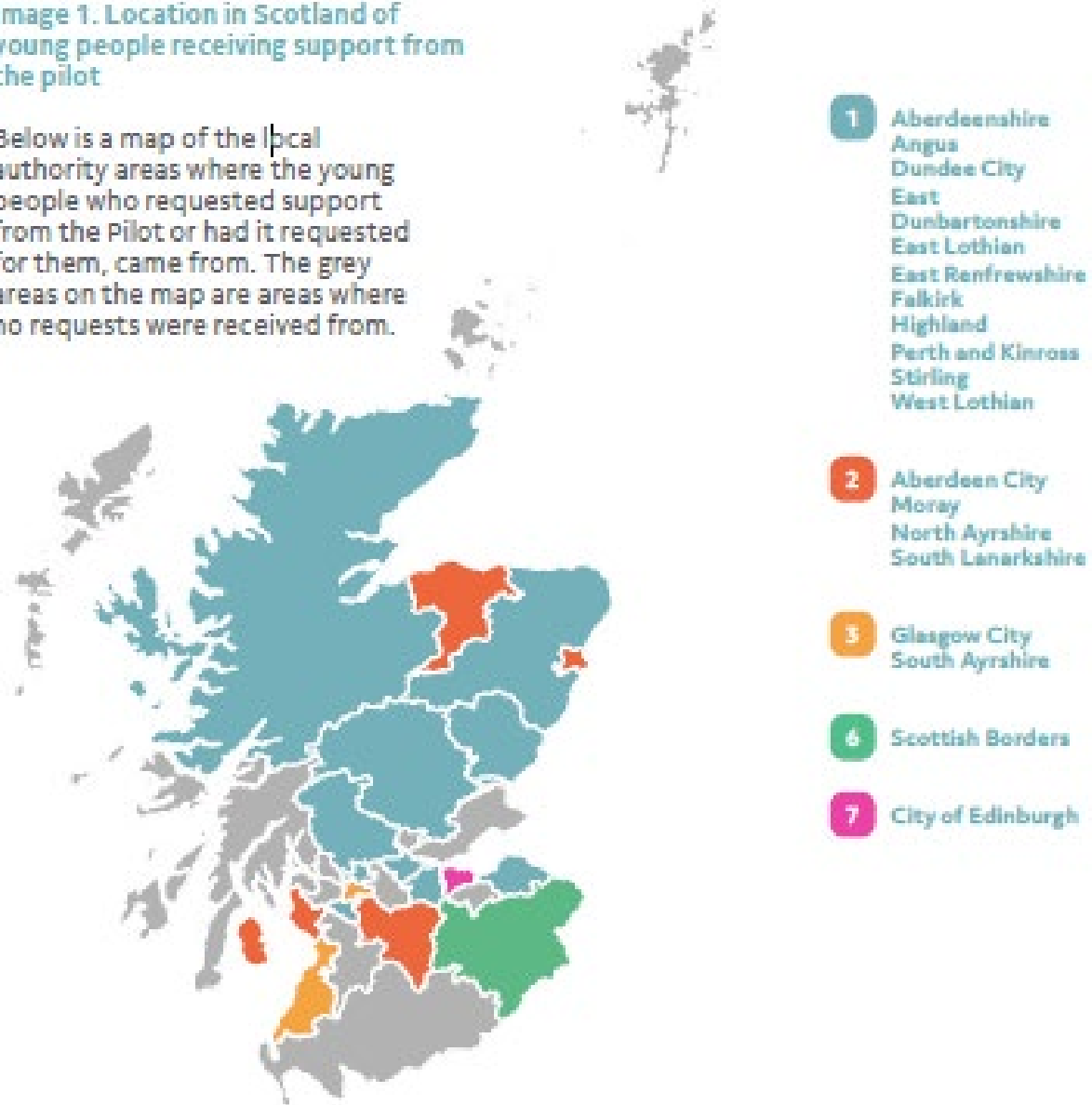
# Who the pilot reached

- The Time to Talk Next Steps Pilot received a total of 38 requests for support. 33 were offered support.
- Of the 33 who were offered support, all 33 received at least one support session online. Four young people withdrew from the Pilot after their first session.
- Average age of person receiving support was 18 with 75% being 16-18 years old.
- Majority of young people identified as male (70%)
- Most of the young people were White Scottish or White British but there were young people with African, mixed race and Scottish Pakistani ethnic background.



Image 1. Location in Scotland of young people receiving support from the pilot

Below is a map of the local authority areas where the young people who requested support from the Pilot or had it requested for them, came from. The grey areas on the map are areas where no requests were received from.



*“There is nothing in my local area, no things I can access so it is great having something online that I don’t need to worry about travelling to.”*

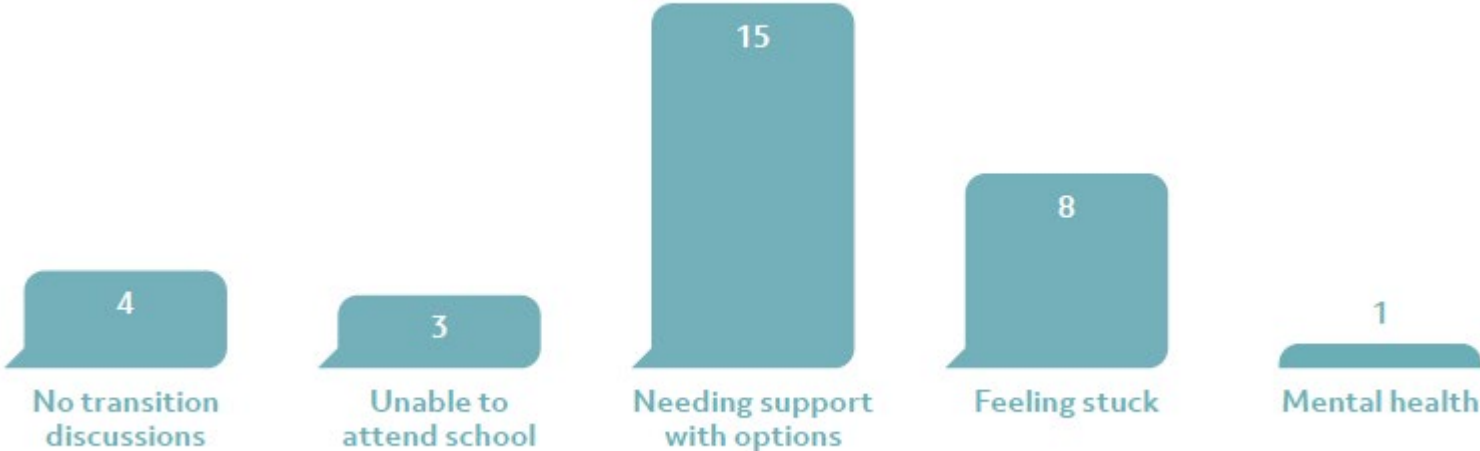
# Reasons for requesting support



Figure 4. Reasons young people requested support from the pilot



Figure 5. Reasons parents/carers/family members and professionals requested support from the pilot





# Additional support needs





# Progress towards outcomes 1 and 3

Young people feel heard and valued and young people have more confidence and emotional resilience

*I feel I have learned more about myself, and I have enjoyed talking.*

We felt that the sessions truly gave an opportunity for [son] to speak openly about anything that he was comfortable with.

I've seen her open up a lot more to tell me things that she finds difficult and isolating, something which she did not want to share in our first few sessions.



## Progress towards outcomes 1 and 3

Young people feel heard and valued and young people have more confidence and emotional resilience

The advice you offered really empowered him to make decisions about his transition from school to higher education. You helped him plan and prepare for college options... The practice interview you did with him was so beneficial and set him up nicely for the real thing.

I've seen her noticeably grow in confidence week-to-week; she has been particularly proud of herself when achieving goals set in weekly goal-setting sessions. In our last session we spent time discussing everything she had achieved, and she said she felt really good about herself.



# What helped?

It was fun to see you draw! the graphic made it fun to look at and understand.

[Supporter] made all the sessions really enjoyable, actively listening to [daughter] views, feelings and opinions as well as showing a keen interest in [daughter] family, pets, hobbies and interests.

[I] used PowerPoint and Canva to design a "reverse" Talking Mat letting A indicate his feelings about a variety of subjects.

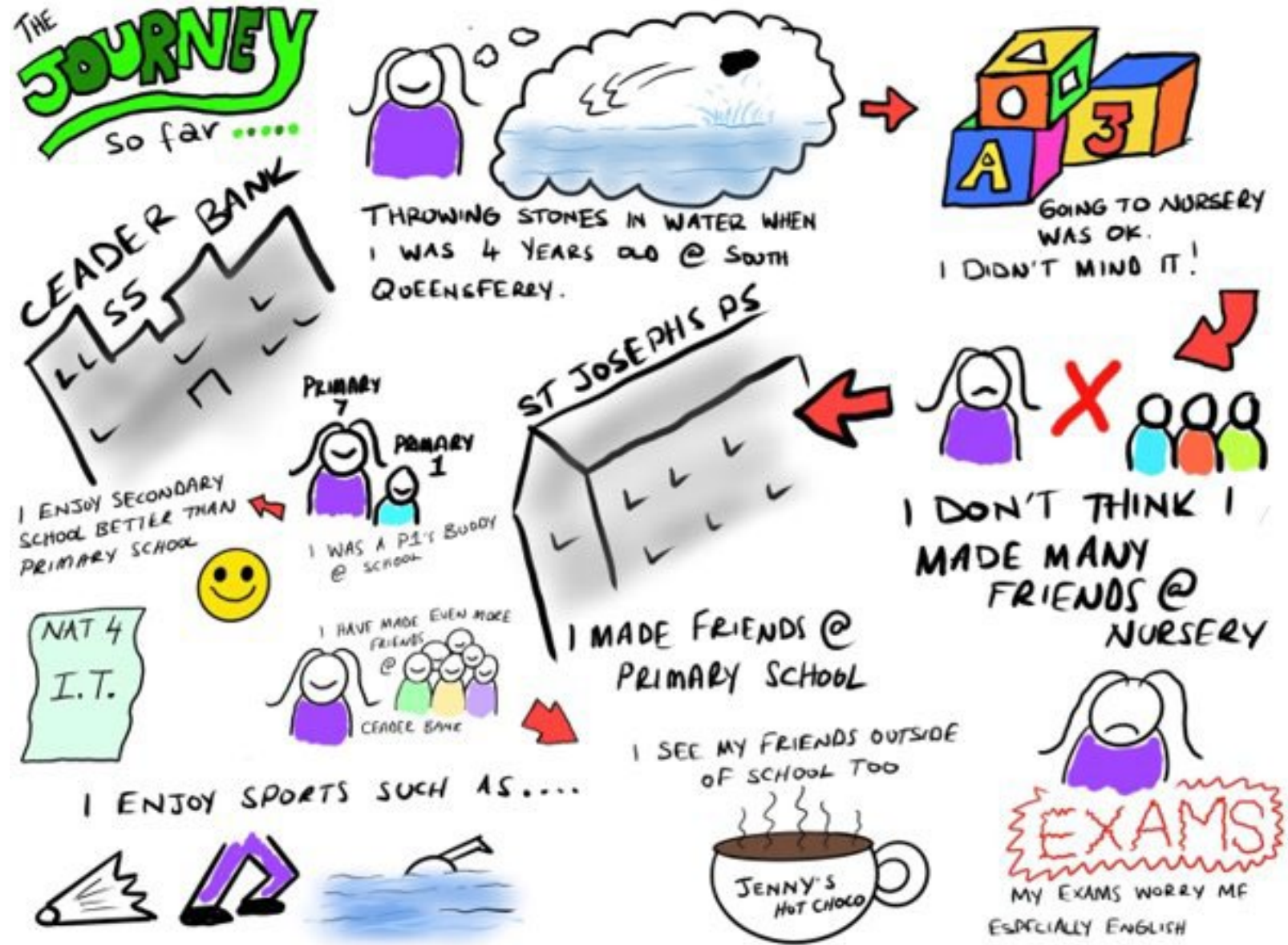
# What helped?



- TEAMWORK
- MOTIVATING OTHERS
- CARING
- ORGANISED
- SENSE OF HUMOUR
- KIND
- COOKING
- TIME MANAGEMENT
- LEGO BUILDING
- PLANNING
- COPING SKILLS
- SPORTS - HORSE RIDING
- READING
- INCLUDING OTHERS
- CONVERSATIONS
- STICKING TO A PLAN
- BEING CREATIVE
- WRITING STORIES



# What helped?





# What helped?



- EXPERIENCING THE SAME FEELING AS PRIMARY SCHOOL
  - BEING PUT ON A TIMETABLE
  - SEEING OTHERS STRUGGLE OR BE ISOLATED



## Progress towards outcome 2

### Young people feel connected socially

It just helps talking things through with someone.

[Daughter] has developed her social skills and is more comfortable when interacting with others and able to be at her best.

[I] signposted the YP and their parents to local and online social groups to join and arranged for attendance at their favourite football team's community day to foster some social connections.



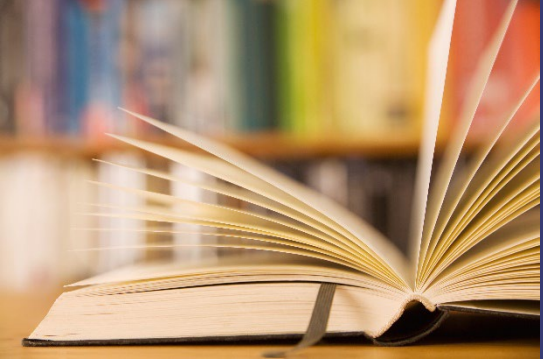
## Progress towards outcomes 4 and 5

Young people have options, plans and aspirations for the future and young people are accessing relevant resources, contacts, and information (national and local) to support their transition to adulthood.

[Supporter] helped me talk about what I wanted to do after school. She was interested in getting to know me and supported me to make decisions about college.

[Supporter] has offered to contact Social Worker for me to see if she can get a response from them, as they are not responding to my emails and phone calls.

She was completely focused on what she wanted to do but just couldn't access it. So as a result of that I reached out to the Day Centre, explained exactly what she was telling me, and they have offered her a place.



# Case Study

Sean was 25 when he started receiving support from Time to Talk Next Steps. He began receiving support from the Pilot alongside his mum on the phone and via text message, before moving online.

Sean was working part time as a cleaner when he first came to Time to Talk Next Steps. He wanted to find better employment and also become more socially involved. He also wanted to get his own place to live and know his own rights in relation to his benefits.

Sean's Time to Talk Next Steps Supporter worked with him and his mum to understand what he wanted. She then contacted the Citizens Advice Bureau (CAB) and helped Sean with an initial online appointment form about Personal Independent Payments (PIP). As part of these conversations, Sean and his supporter found out that the hourly rate he should be getting was higher than he was receiving. CAB helped sort this out with his employer who have put him in touch with a disability specialist who is helping him with his claim for PIP. This experience has increased Sean's confidence and his income!



## Progress towards outcome 6

Parents/carers and family members feel heard, understood, and valued

In summary, [supporter] and TTT have been immensely helpful to both me and my son. She has helped identify what A would like to do once he leaves school, and she is supporting me in my request to have A funded in accommodation where he would be happiest and fulfil his potential. Without this support, I would be at my wits end, and feel quite driftless. As a parent of a child with ASNs, life is often challenging and difficult, and having professional support is very reassuring. It feels like everything I would like for my son requires a battle, and to have TTT on your side, makes me feel very encouraged that we'll reach our goals.



# Progress towards outcome 7

## Parents/carers and family members feel connected socially

Doing things like this helps, to know we're not the only ones.

Trying to arrange the call took a few attempts. Parents often put themselves and their wellbeing last. We managed to speak for the first time whilst they were in the car between appointments as it was the only time they had on their own. As I explained what the support was and what could be involved they [the parent] was like 'Right, I need more time for this when I can concentrate' so we arranged a more convenient time.



## Progress towards outcomes 8 and 9

Parents/carers and family members have confidence and knowledge of the transition planning process and parents/carers, and family members feel better equipped to support their young person's plans and aspirations

She also provided invaluable support to me by signposting me to further opportunities and options I had previously been unaware of.

YP's parents connected with possible routes of support for future planning (via school) but commented on how there is nothing exactly like T2T and how they wish they could have more T2T sessions.



# Progress towards outcome 10

Professionals in the Children and Young People sector in Scotland have evidence to inform strengthen and develop consistent, high quality transition support for young people with additional needs in Scotland

I would state that 6 meetings was a minimum and I felt we were just building a relationship and mutual understanding and would have much preferred a yearlong service so we could both see results of [supporters] hard work.

Being able to work with young people in a way that they worked for them was a privilege. We were able to shorten the sessions and have more of them. An hour is a long time to talk. We started off at just 10 minutes, but that got longer as they got used to me.



# Key Learning



- **Person-centred, asset-based, and creative support** helped young people feel heard and valued.
- Ensuring young people felt heard and valued in their support helped **increase their confidence** and allowed them to **develop plans for the future**.
- Parents/carers/family members supported by the Pilot **felt heard and valued** as Supporter actively listened to their needs and took collaborative steps to address them.
- Supporter regularly acted as a **conduit between family and support services/organisations**.
- Parents/carers/family members **valued the connection to others in the same position as them** within the Pilot.

# Conclusions And Recommendations



- A pause should be taken by all Pilot Partners to reflect on the learning captured.
- Any future support that is offered should sit alongside statutory services, rather than within them.
- Any future support that is offered should be underpinned by a Whole Family Approach.
- Any future support that is offered should be available to young people from age 13.
- Any future support that is offered should be fully resourced to offer support both online and in-person from the outset.
- All communication about future support programmes should be clear with regards to who it is intended for and what support is available.

# Conclusions And Recommendations



- A Whole Family Approach to the transition planning process should be implemented.
- Work is needed to clarify the transitions planning process.
- Work is needed to streamline and better coordinate the services involved in the transitions planning process.
- Third sector support similar to that provided in the Pilot should be considered for all young people with additional needs in Scotland from the age of 13.
- Training should be developed, piloted, and subsequently delivered to all teachers and teaching assistants working in Secondary Education settings in Scotland.



# Questions and Answers

## Hearing your views

*How can this learning be used to inform good transition practice for young people in Scotland ?*



# Contacts for the team



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