

How do we move the early intervention agenda forward for socially disadvantaged young people

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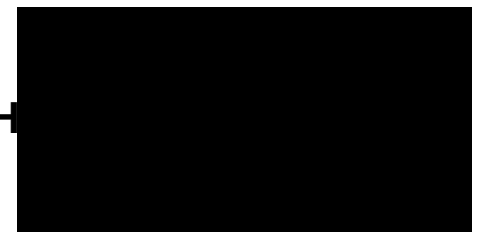
Timely Support - Lasting Solutions



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Early intervention – a congested yet fragmented space?

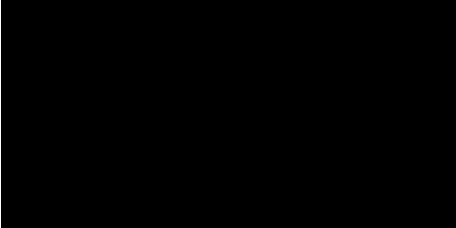
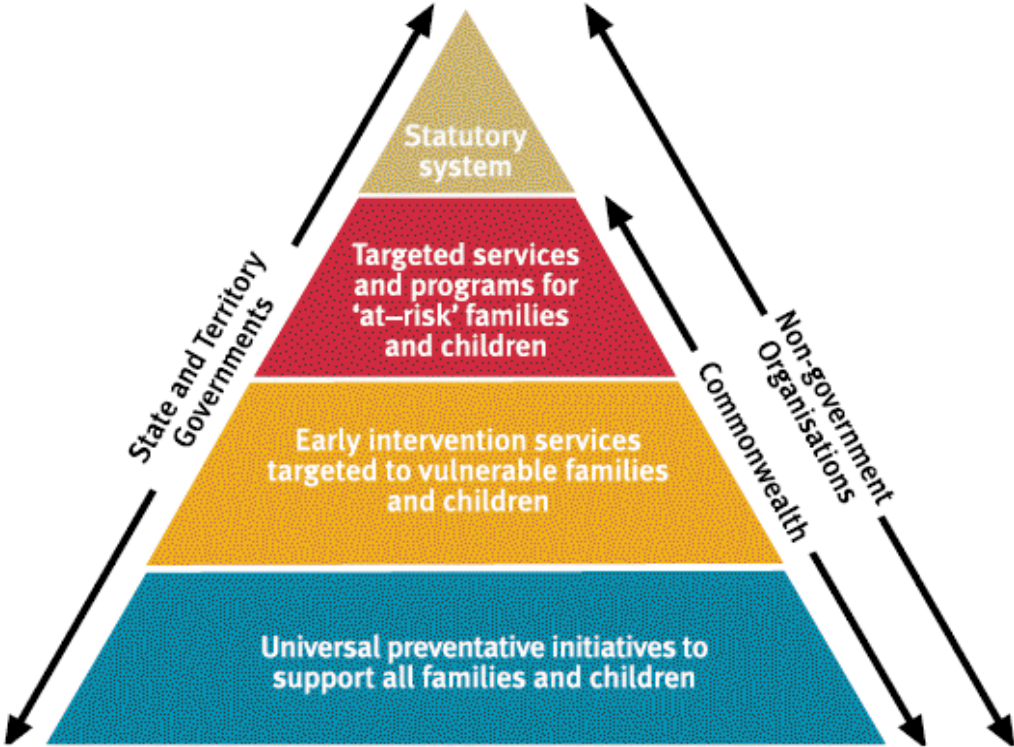
- **“Australian Government White Paper on Homelessness - The Road Home (Dec 2008)**
- **Victorian Office of Housing Homelessness 2020: Discussion Paper (Oct 2009)**
- **National Framework for Protecting Australia’s Children (2009-2020)**
- **National Preventative Health Framework (Sep 2009)**
- **Social Inclusion Policy and Principles (2008)**
<http://www.socialinclusion.gov.au/Pages/default.aspx>
- **Because mental health matters: Victorian Mental Health Reform Strategy (2009-2019)**
- **A new blueprint for alcohol and other drug treatment services 2009-2013 (Victorian Government Department of Human Services, 2008a).**
- **A fairer Victoria 2009 (State Government of Victoria, 2009)**
- **Vulnerable youth framework discussion paper (Department of H 2008)**



Some common elements

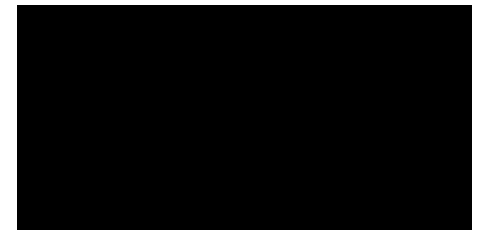
- **Emphasis on prevention, early intervention and service re-orientation**
- **Recognition of both structural and individual level causes of the problem**
- **Shared view of some of key sites for service delivery, education and community building**
- **Recognise need for specific responses to target populations**
- **Emphasis on need for high quality data and evidence**
- **Recognition for need to join up across government**
- **Recognition of the need for workforce development/ capacity building**
- **Appeal to cost effectiveness in driving service -re**

Figure 1 – A system for protecting children



Moving ahead with early intervention

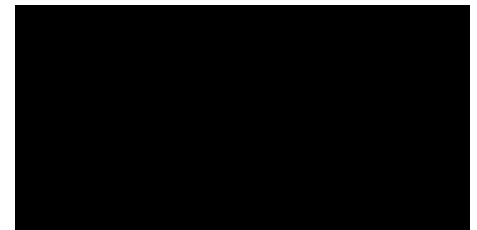
1. Clarify definition
2. Clarify and provide rationale focus, scope, target population, site
3. Articulate key elements of a policy framework
4. Develop/trial alternate governance arrangements –gov, cso's, community
5. Refine data collection ,evidence , outcome measures
6. Articulate common principles of practice
7. Articulate workforce development/capacity building strategy
8. Enhance curriculum for professional training (teaching, youth work etc)
9. Articulate time frame for service re-orientation



1. Clarify definition

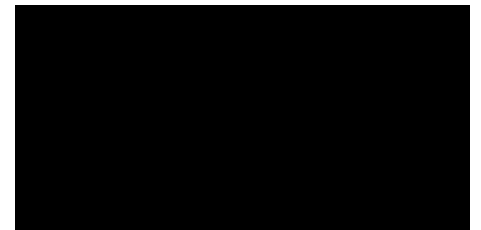
Prevention

- **Aim to reduce or end the occurrence of a problem/issue**
- **focus on key structural and systemic causes** of problem/issue (e.g. Poverty and income support (e.g. CRA; Youth allowance etc))
- **Whole of population focus and/or targeted at disadvantaged populations/disadvantaged areas-** should form part of prevention of social exclusion/ promotion of social inclusion
- aimed at developing ***population level protective factors***, (e.g. universal parenting skills programs; services to facilitate engagement of young people in schools)

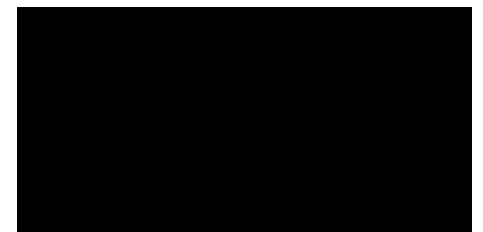
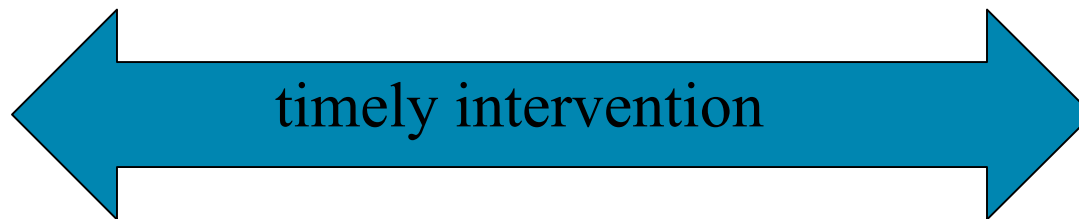
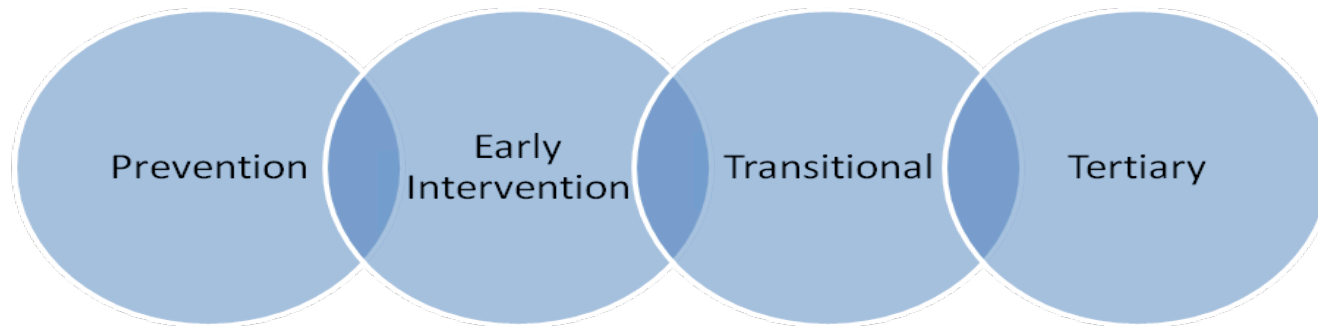


Early Intervention

- **Aims to assist people to avoid development of chronic problem and minimize effects of problems**
- **Target specific populations and individuals** within those populations:
 - E.g those 'at risk of homelessness'; newly homeless;
- **Focused on individual/familial level factors** – policies programs, services and practices
 - by responding early in the onset of a problem/condition or the precursor to that condition

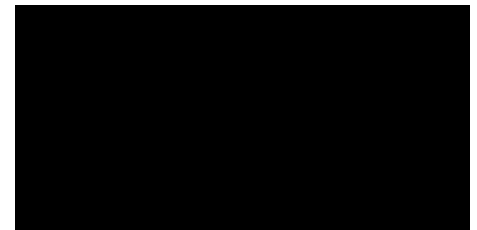


Intervention Continuum



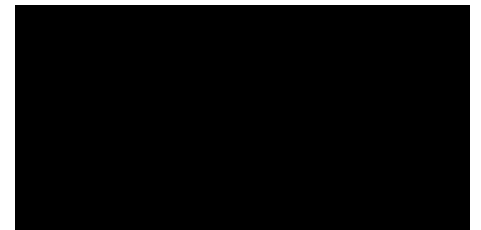
2. Determine Focus, Scope, Cause

- **Define the problem** to be intervened into-
- Use evidence to **identify the key causes** and effects of the problem and critical time of onset of problem (e.d what is symptom and what is cause)
- Identify **what sectors, communities etc have a stake** in addressing the key causes and effects of the issue
- **Map existing responses** across Fed and State de\partments – build on what's there, value add, avoid duplication
- **Using evidence to determine the most effective sites** for EI response –population level response, place based, mainstream and/or targeted service/ education settings or community



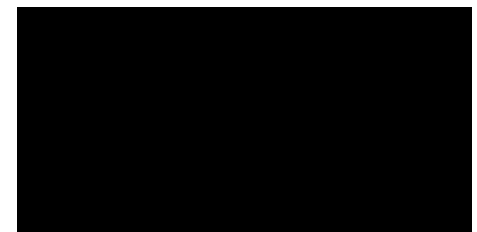
3. Identify key elements of a policy and programmatic framework

- Articulate the relationship between the concepts of **social inclusion and exclusion and youth early intervention**
- Recognise **distinct life stage** and characteristics of youth (10-25)
- Be explicit about the relationship of time to early intervention and differentiate between early intervention and timely intervention;
- Articulate the relationship between different parts of government- what ours, what's theirs what's shared
- develop and promote policy, program and service intersections with relevant federal and state government departments (e.g. mental health, justice, education) that work with young people



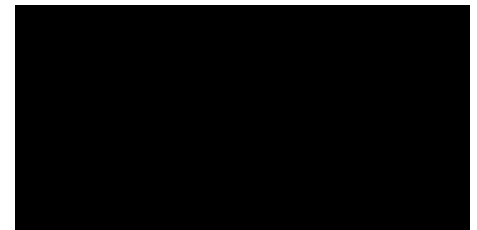
Youth homelessness early intervention programmatic response- some examples

- Youth housing policy and programs (e.g social housing) –(OoH)
- No exit into homelessness policy with cross-department programs:
 - Statutory service provision (OoH-DoJ; OoH-CP)
 - Mental health/ Drug and alcohol (OoH- MH; D&A;H)
- Targeted educational support to homeless/disadvantaged Students (Fee waivers; flexible participation; etc) (DEECD; DIIRD)
- Alignment of family mediation services (FRMP, Reconnect) (OoH-FaCHSIA)
- Alignment of housing/support with
 - JSA services to homeless young people
 - Youth Compact-transitional support



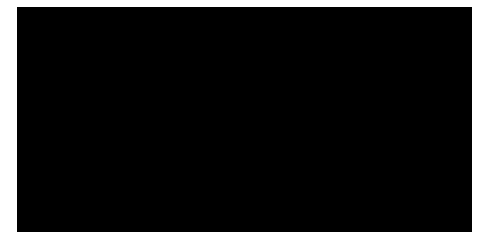
4. Funding/ Governance

- Develop focused national early intervention strategy
- Develop national guidelines around service integration
- Commit through COAG to National EI guidelines
- Locate responsibility for State based EI agenda in Dep of P&C
- Trial or value add to alternate governance and funding models –e.g pooled funding, local area management of youth funding
- Targets, indicators and outcome measures as levers for accountability of different service sectors and educational settings
- Balance population level response with place based response
- Train CSO's to break down their own service silos to maximize multidimensional service response to their clients
- Develop client participation frameworks and programs



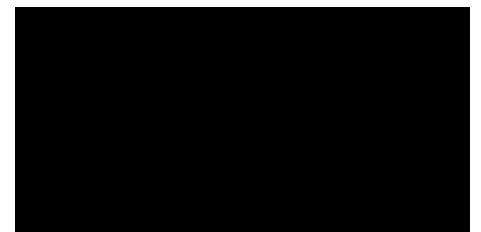
5. Data, Evidence, Outcomes

- Articulate key **policy and programmatic outcomes** based over nominated time periods
- Establish targets and indicators for relevant government departments
- Identify approach to improve routine data collection re (vulnerable youth across government (esp MH; D&A Justice; CP; DEECD))



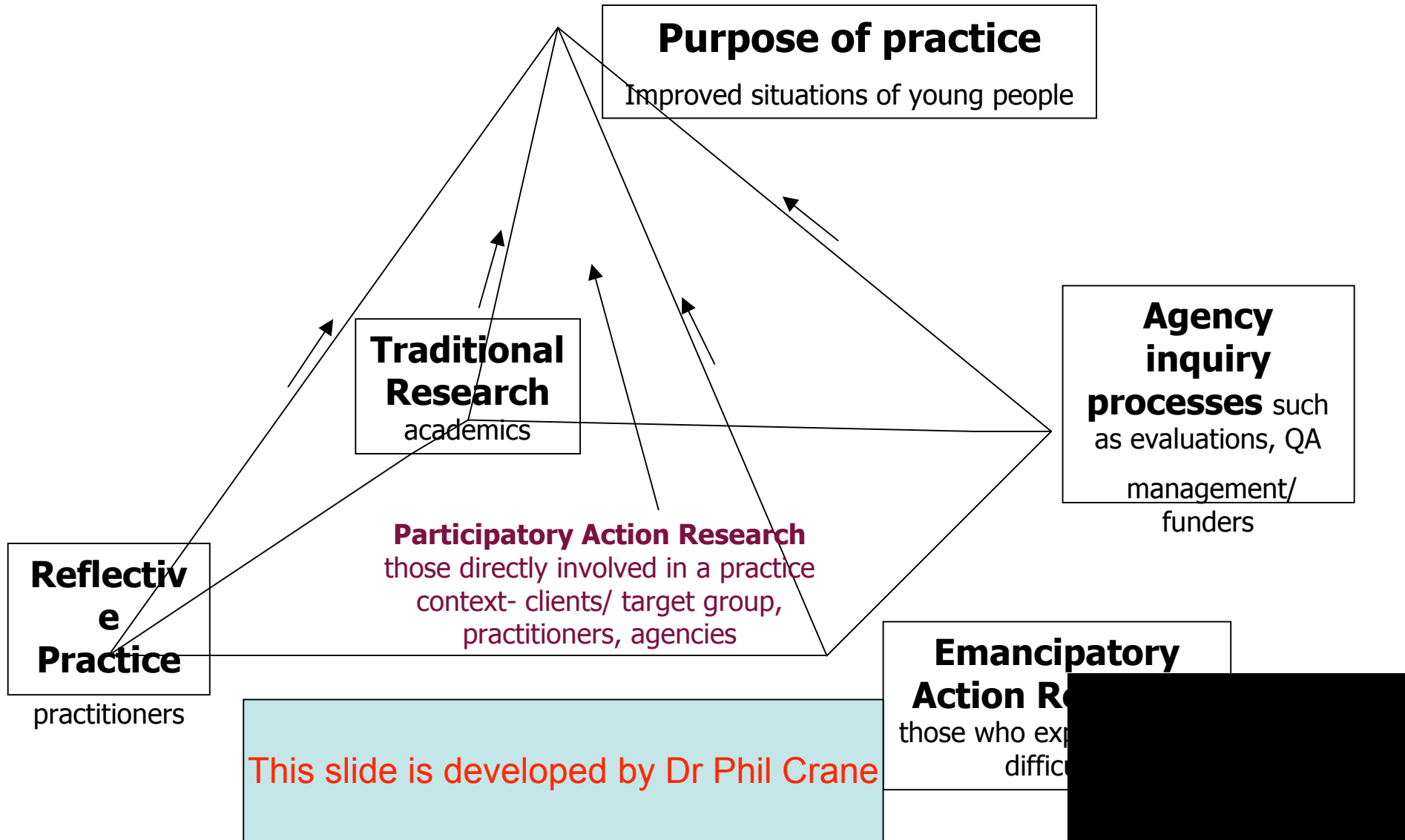
Data...

- Invest in data linkage
- Develop cost effectiveness data
- Develop service evaluation capacity
- Fund strategic research
- Invest in reflective practice



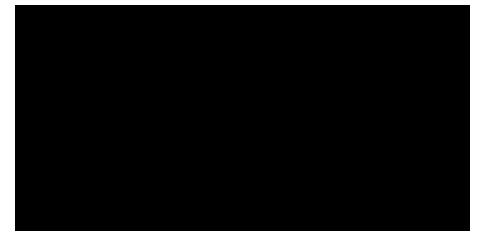
Complimentary approaches to inquiry

Who is central to the inquiry process? (who decides what the research question is and what was found out)



Principles of EI practice

- Timely
- Flexible (client focused)
- Responsive
- Attuned to life stage/development issues
- Multi-faceted response
- Emphasise skills and capacities
- Purposeful-outcomes driven
- Resourced and resourceful
- Reflective- curious
- Quick to value and slow to categorise
- Committed to systematic case planning
- Clear about time frames for change
- Clear about the process of change for young people



Why should we do this

- Core Values? Equity, Justice?
- Human rights?
- Citizenship?
- Cost effectiveness?
- Quality and effective service provision?

