

**LEARNING TO FLY:
Building a Resilient and Reflective
Therapeutic Child Care Workforce**

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WHAT IS 'THERAPEUTIC': MESSAGES FOR WORKFORCE DEVELOPMENT

Session outline

- Overview of an international academic working group focused on Therapeutic Residential Care
 - 32 representatives
 - 11 nations
- Ongoing costs and outcomes research programme
 - How can the evidence be used to inform the sector?
 - Value for money debates

Why an international working group?

- Discussions in 2012
 - Emphasis on family based care
 - Investment in Evidence based programmes
 - Led by US discourse and narrative
 - Edited volumes focused on foster care

Why an international working group?

Whittaker, J., del Valle, J and Holmes, L. (eds) (2014)
Therapeutic Residential Care: Developing evidence-based
international practice, London: Jessica Kingsley Publishers.

Definition of TRC

Therapeutic Residential Care involves the planned use of a purposefully constructed, multi-dimensional living environment designed to enhance or provide treatment, education, socialisation, support and protection to children and young people with identified mental health or behavioural needs in partnership with their families and in collaboration with a full spectrum of community-based formal and informal helping resources (Whittaker, Del Valle and Holmes, 2014)

Therapeutic Residential Care: Developing evidence-based international practice

- Six themes
 - Pathways to TRC
 - Promising programme models and innovative practices
 - Preparation for successful transitions
 - Critical examination of existing research base
 - Exploration of the costs of TRC
 - Linking focused training and critical evaluation

Consensus Statement

- Published by Residential Treatment for Children and Youth (September 2016)
- Position statement from 32 international academics
- Includes definition
- Set of principles for TRC internationally

Consensus Statement

- Does not comprehensively summarise policy initiatives or research
- Starting point
 - Develop a taxonomy of terms
 - Identify research priorities
 - Work with practice
 - Cross national evidence base

International working group: next steps

- Research funding applications
 - Small scale feasibility studies
 - Larger cross national comparative studies
 - Driven by data
- Further discussions and meetings planned in 2017
- US international learning

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Context

- Finite resources
- ‘Market forces’
- Emphasis on value for money
 - Costs and/or value
- Return on investment
 - Who makes the investment?
 - Who sees the return?

Context

- Attribution to specific interventions
- Understand the value of ‘service as usual’
- What are the alternatives?
- What are the costs and value of not providing services?
- Emphasis on transparency and comparability

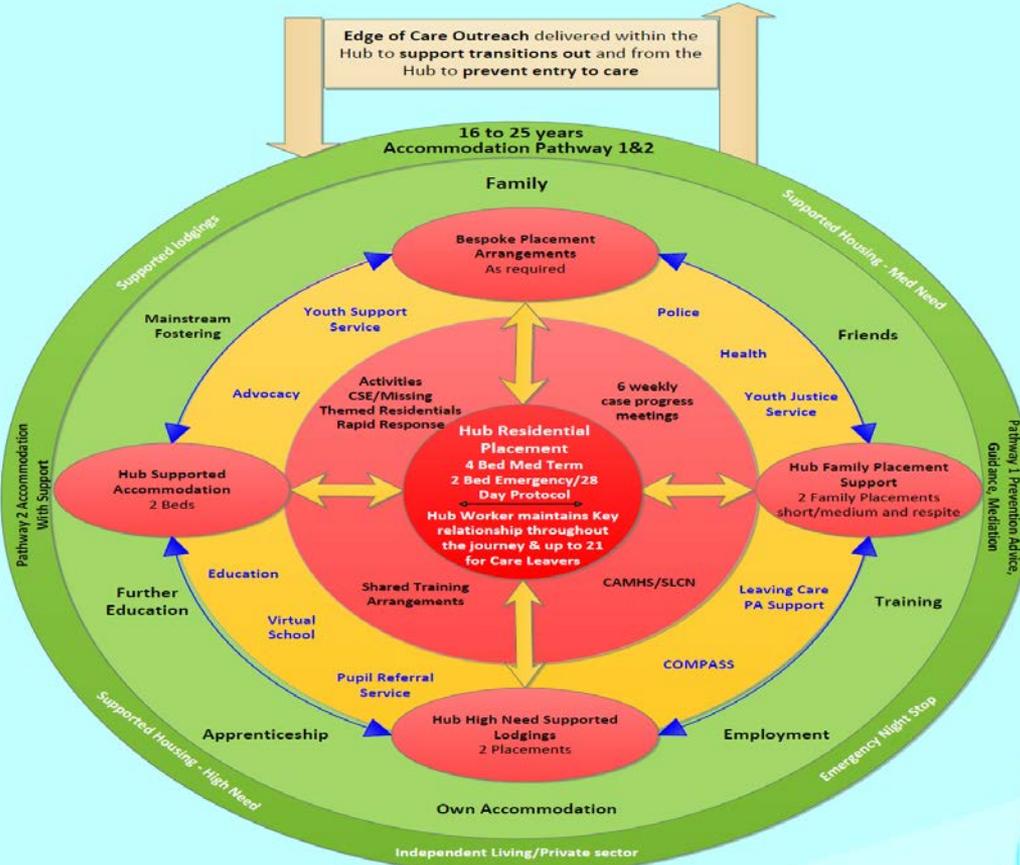
Data

- Individual child level
 - Needs and circumstances
 - Services and support
 - Outcomes
- Longitudinal approach
- Holistic
 - Data from multiple agencies

Evaluating value for money

- North Yorkshire No Wrong Door model
 - Department for Education Innovation Programme
 - Adolescents on the edge of care
- Evaluation by the Centre for Child and Family Research
 - Interim thematic reports
 - Offending and missing from care
 - Health and wellbeing
 - Final evaluation report Spring 2017

APPENDIX A: 'NO WRONG DOOR'
Adolescent Residential and Edge of Care Transitions Management Hub Model
2 x Hubs to cover NYCC



No Wrong Door evaluation

- Objectives
 - Measure change in: accommodation stability (e.g. reduced placement and accommodation breakdowns, re-entries into care); engagement and achievements in EET; reduced criminal activity and high risk behaviours (e.g. substance misuse, going missing, teenage pregnancy); relationships with others; planning of transitions from care to independent living; support in a crisis; and wellbeing
 - Explore whether and how the relationship between the child or young person and their key worker has continued throughout their journey
 - Examine cost effectiveness and value for money

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