

Transition Coaching 101 Part 1



Date: 23-1-23

Name of Facilitators:

Shelley

Young Consultant – Community of Practice

Andy Kazim

Manager Community of Practice

Acknowledgement of Country

**Home
Stretch**
WA



Ngaala kaaditj Noongar moort
Keyen kaadak nidja boodja

We respectfully acknowledge the
Whadjuk people of the Noongar Nation
as the Traditional Custodians of this land.
We pay our respects to their strength,
cultural resilience and the Elders past
and present.

Different Ways of Knowing

Housekeeping & Rules of Engagement

**Home
Stretch**

WA



Who is in the room?



Goals of the Coaching 101 Session

Home
Stretch
WA

Know the Role and its Responsibilities

- Holistic Support
- Informal vs Formal Ways of Working

Understand Key Principles of Coaching

- Coaching Practice Principles
- Relational Ways of Working
- Support Circle Approach

Explore Stages of Coaching

- Activities and Interventions
- Aligning Skills and Strengths to Coaching Approach

What does it mean to be engaged?

In Pairs – 10 minutes

Think about a person in your life (preferably not a family member)

Someone who you have learned to trust, or has been someone who has helped you.

What was about that person, or the situation, or how they behaved that helped you to trust them.



What Makes Home Stretch Work?

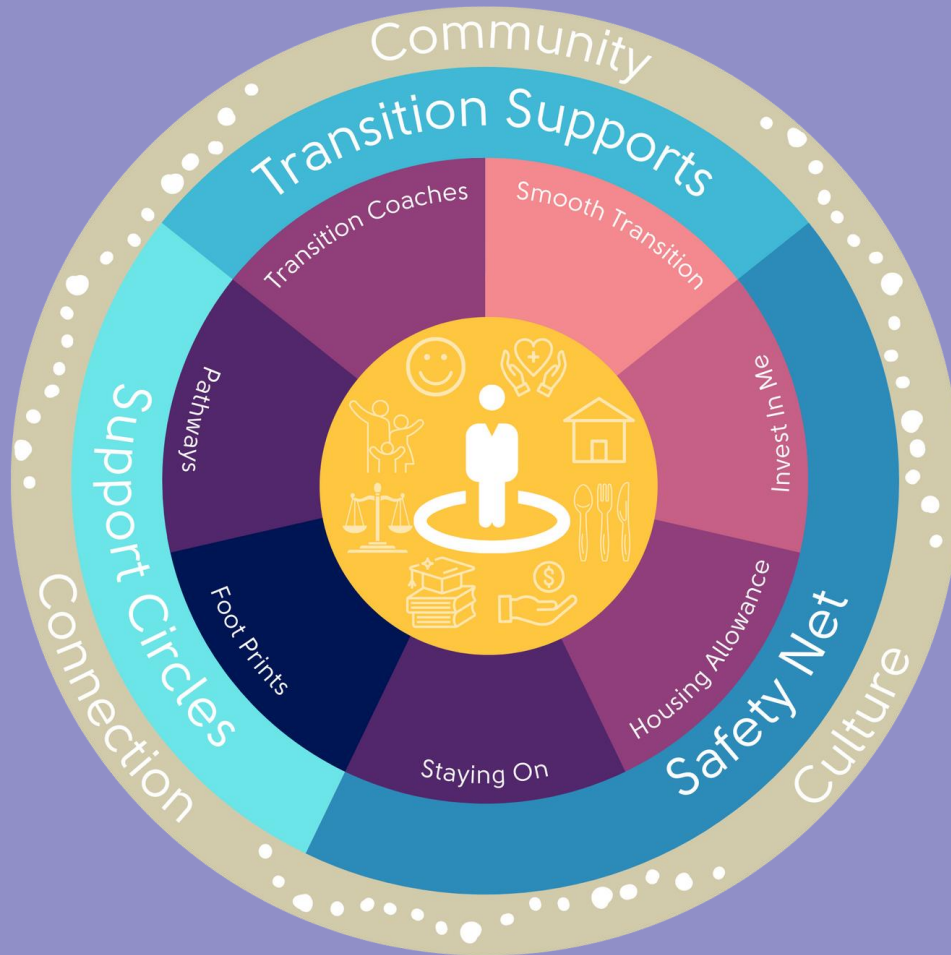
Across a range of helping professions,
practice areas and service types.

What is the most powerful tool that
we have to drive change?

A consistent, reliable, hope inducing relationship.



Home Stretch WA Model



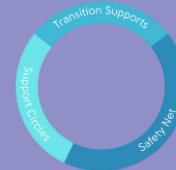
Young people are at center of support.
Everyone is treated as an individual



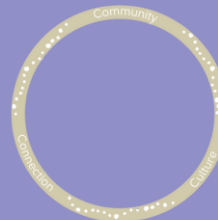
Support or connection is offered
in all areas of life



Support is delivered in specific
ways [Practice Approaches]
that work for young people



Home Stretch WA focuses on 3
key elements of support



Home Stretch WA greater purpose is
to connect young people with their
community and culture.

Home Stretch WA – Practice Frameworks



Support is delivered in specific ways [Practice Approaches] that were co-designed with young people

Each of these practice approaches has guidelines, and a range of tools and resources to help workers deliver the Home Stretch service.

Training will be provided in each of these.

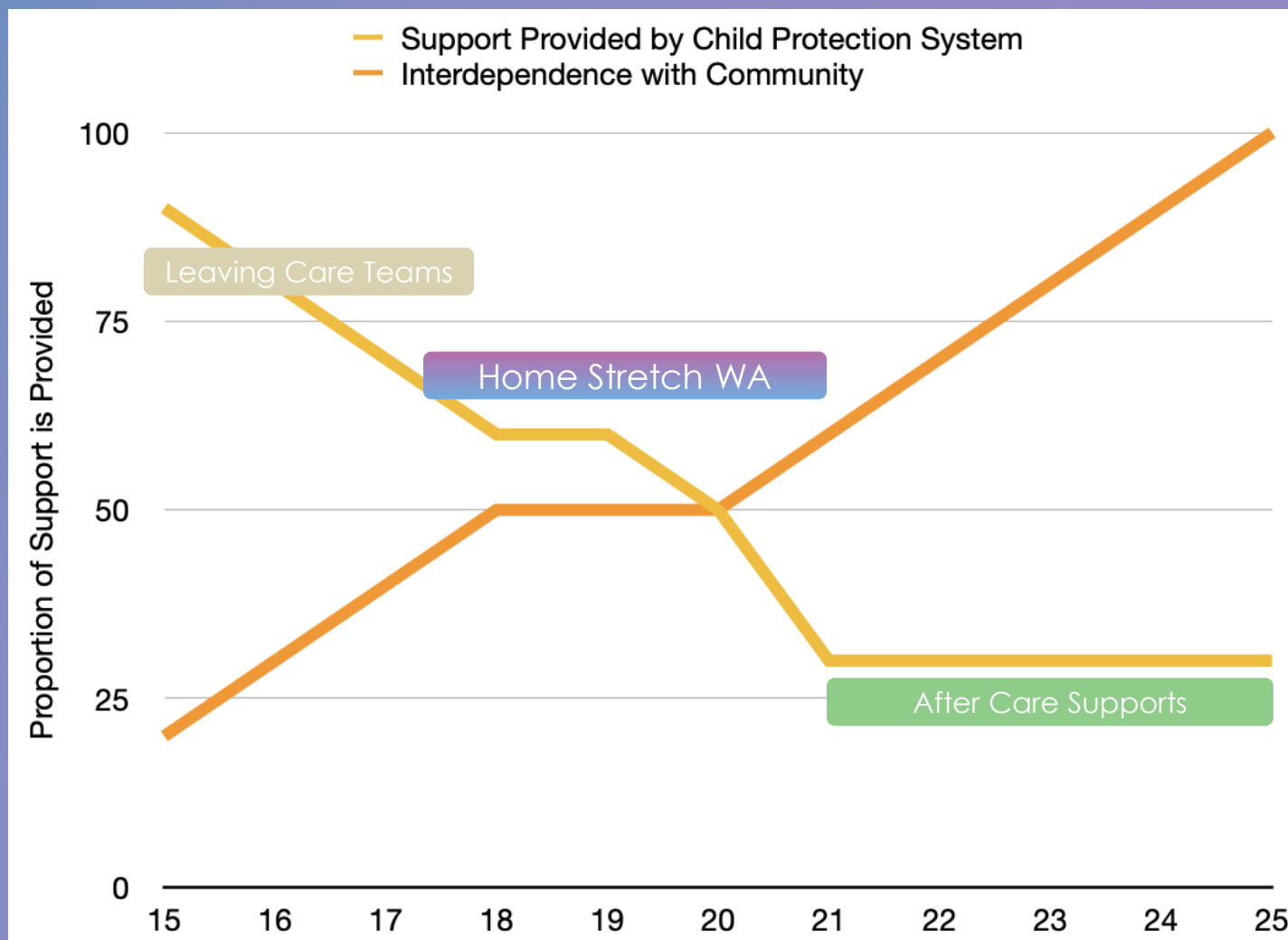
Transition Coaches

A consistent, persistent and skilled youth worker who works with young people to provide flexible, one to one support focused on coaching towards independence.

The Transition Coach works from a set of practice principles ensuring support provided is consistent and focused on building a young person's self reliance, skills, capacity and connection to community, culture and country.



What is a Transition Coach



The Coach connects young people to resources and supports available through the Home Stretch service model and beyond, helping them navigate their journey to interdependence beyond the child protection system.

"My Coach has stuck by me, even when I didn't answer messages. Every young person coming out of care should have someone like that."

Youth Advisory Group
Member and Trial
Participant



Model Integrity Framework



Government of **Western Australia**
Department of **Communities**

Produced by:
Anglicare WA
Home Stretch WA Team

What does it mean for young people?

Young people are empowered and build their self-reliance, skills, capacity and connection to community, culture and country

- Can access support from a skilled and experienced worker who understands how to support them effectively
- Experience a helping relationship that has good boundaries
- Feel they have dignity and agency around their lives and choices, including risk and safety concerns.
- Have access to workers who understand their culture and how to navigate the different expectations of their culture and the mainstream culture.

Transition Coaches – Fixed



Transition Coaches are at the centre of the service Model. They are skilled and experienced helping professionals, with experiences and knowledge in individualised support and case coordination.

While the name might suggest otherwise, these roles are not entry level roles, should be well remunerated and require similar levels of skill and experience to a Case Manager in a Leaving Care Team.

What they do: Provide 1:1 support to young people

Caseload: Up to 12 Young People + 2 Secondary Support

1:1 Transition Coaching aligned with Practice Principles

- Primary access to Home Stretch WA offer
 - Smooth Transition
 - Housing Allowance/Staying On
 - Support Circles
 - Invest In Me
- Direct administration of Invest in Me Fund access
- Collects and monitors outcomes
- Records and tracks individual work with young people

Secondary support for complex cases

Collaboration:

- Works in close collaboration with district office staff and Young People's Support Circles
- Develops Handover Summary with young people as they transition out of Home Stretch WA
- Builds connections and relationships with district offices in Region
 - Fortnightly co-location
- Completes Core Training with Community of Practice
- Attends Group Supervision with Community of Practice
- Participates in Knowledge Hub for reflective practice discussions, Q&A and contributes to shared practice knowledge across network

Transition Coach (50d) – Cultural Practice Advisor – Fixed

Aboriginality and culture knowledge and connection to the local community is a key requirement of these roles. They take on an important position within an ACCO service provider and work with a reduced case load to allow them to provide support to young people who are coached by non-Aboriginal workers.

What they do: Provide 1:1 support to young Aboriginal people,
Cultural support to other Transition Coaches and
young people they support

Caseload: Up to 5 Young People + 7 Secondary support

1:1 Transition Coaching aligned with Aboriginal Practice Principles

- Young People Needing Aboriginal Worker
- Cultural Identity or Family Mapping as Primary Need

Secondary Support Cultural Identity Support

- Support other young people with cultural identity or cultural healing
- Capacity for group or 1:1 Interventions

Secondary Support to Establish Support Circles

- Family/Cultural Mapping
- Footprints & Pathways to Reconnect

1:1 Transition Coaching aligned with Practice Principles

- Primary Access to Home Stretch WA offer
 - Smooth Transition
 - Housing Allowance/Staying On
 - Support Circles
 - Invest In Me

- Direct administration of Invest in Me Fund access
- Collects and monitors outcomes
- Records and tracks individual work with young people

Practice/Program

- Directly works with Transition Coaches and can be invited to provided additional supports to young people.
- Assistance with Staying On/Housing Allowance Agreements and process of supporting these to succeed
- Assistance with connecting and promoting opportunities for young people to (re)connect with culture and country

Collaboration:

- Works in close collaboration with Aboriginal Practice Leads and district office Staff and Young People's Support Circles
- Develops Handover Summary with Young People as they transition out of Home Stretch WA
- Builds connections and relationships with district offices or Cultural Centres
- Fortnightly co-location
- Completes Core Training with Community of Practice
- Contributes cultural knowledge and expertise to the teams implementation of the Aboriginal Cultural Practice Framework
- Attends Group Yarning Circle with Community of Practice Aboriginal Practice Lead
- Participates in Knowledge Hub for reflective practice discussions, Q&A and contributes to shared practice knowledge across network

Transition Coaches are People

Skilled and experienced helping professionals

Knowledge and experience in providing;

- Individualised support
- Case coordination
- Outreach support to young people

Transition Coaches

Transition Coaches offer a similar level of support and resourcing to a young person as a case manager in the Department of Communities.

It was important to many young people that we used the language of 'transition coach' over 'case manager'



Lived and Learned Experience

Everyone brings 'lived' and 'learned' experience to their work.

These experiences shape how people interpret and respond to their work.

This is not always something that is conscious



Activity: Discussion

In groups of 4 – Discuss the following 3 coach profiles.

How might their experiences shape their work as a Transition Coach? What strengths will they bring, what challenges might they face?

- A graduate community service worker who is relatively new to working with care leavers.
- A mature worker who has worked with care leavers as a case manager in a leaving care program for 5 years.
- An Aboriginal Transition Coach who has strong connections to many local families in the community.

Transition Coach – Aligning Approaches

- Every agency will have its own policies, platforms and systems
- Every team will have its own culture and management structure
- Every transition coach will have their strengths in their style and approach
- Every program will have its relationships and connections with districts and the broader system/community

Home Stretch WA programs will generally share common practice approaches, tools, forms and resources.

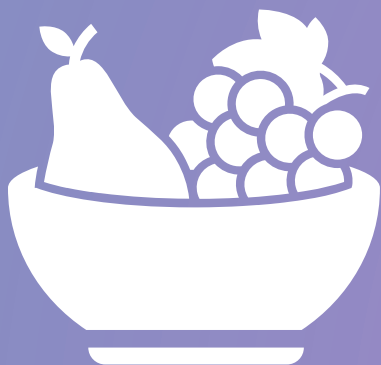
Only through working from the same set of principles can we ensure we are working in line with what young people and the evidence describes.



Young People
are at the Centre

Break Time

**Home
Stretch**
WA



Transition Coaching

Sometimes can be a balancing act;

- Formal vs Informal Ways of Working
- Structured vs Relational
- Fixed vs Flexible
- Person Centered vs Persistent
- Intervene vs Empower

Be Intentional

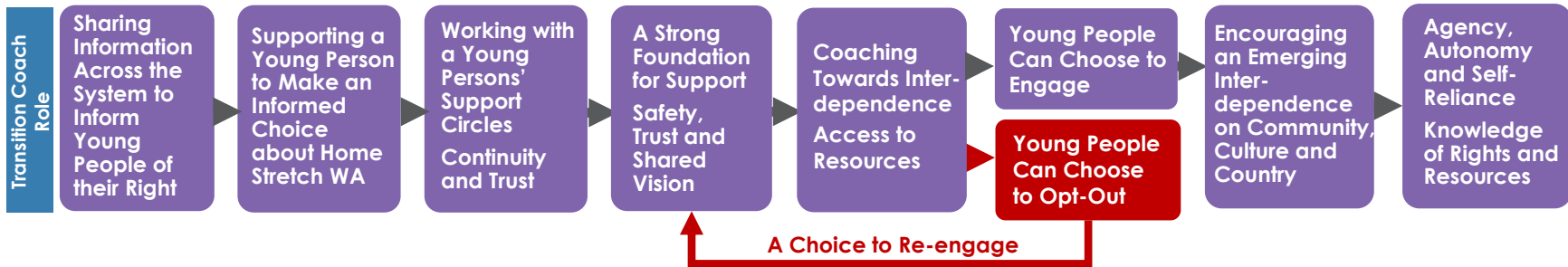
Be Intentional!



Stages of Transition Coaching



Awareness Smooth Transition Referral Onboarding Engage and Understand Transition Coaching Opt-In & Opt-Out Stepping Back Smooth Transition Post-Care



Transition Coaching – Structure Support

Engage

Connecting with a person and their support circle.
Purposefully building **trust, safety and control** through a professional helping relationship.

Understand

Building an accurate understanding of a person's situation, the challenges they face and their hopes for the future. Identifying and mapping strengths, resources, support circles and challenges.

Plan

Supporting a person to develop **their plan** to achieve **their goals** using the strengths and resources available to them. Coordinating supports and resources, and ensuring risks are managed respectfully.

Empower

Helping a person to develop the skills, knowledge, supports, resources and motivation they need to achieve their goals. Advocating on a person's behalf to overcome systemic challenges.

The Culture of Home Stretch – Working Together

Smooth Transition Protocols for Transition Coach & Case Worker **Working Together Protocols**



Who is the guide for?

The guide is to support both a Transition Coach and a Child Protection Worker to understand how best to approach working together. It can also be used to help explain to a young person and their support circles how things work during the working together period from 17 ½ and 18 years of age.

Working together occurs once a young person has made an informed choice to be part of Home Stretch WA and completed the Consent to Participate form with the Transition Coach they are going to be working with.

The guide is a work in progress and is updated by the Home Stretch WA CoP District Office Working Group. If you have ideas or suggestions please contact Andrew.Kazim@anglicarewa.org.au or Colleen.Host@communities.wa.gov.au or speak to the Home Stretch WA Champion in your district office.

Engage

Why might a young person be
'difficult' to engage?



Engage

A series of small, light-colored dots arranged in a curved, trailing pattern that starts near the 'Engage' header and extends towards the top right of the slide.

Natural relationships are built slowly over time

Is there a possibility for this in the system we work within?

Smooth Transition = How might we build trust and connect with young people using the strengths and resources available?

Strategies for Engaging Young People

Use a **Support Circle Approach** (Epistemic Trust)

Get information about **how** to engage (be careful not to manipulate)

Make an engagement **plan** – who are you engaging?

Communication!!



Strategies for Engaging Young People

Open Communication

- Attending
- Dialogue not question and answer

Assisting Discomfort

- External Focus
- Pre-empting
- Timing
- Practical first

Engagement Dont's

Don't fake it – **be yourself**

Good relationships feel good for workers –
be careful

Compare/Contrast yourself as “better
than the Department”

Not knowing when ‘**no means no**’

Using Invest In Me to Support Engagement

Invest In Me can be used in small amounts to purchase coffees, small meals and pay for other activities to support engagement.

All costs will be tracked and recorded as for Invest In me.

Under 18, these cost will be invoiced to the Dept
[Up to \$200 per approval]

What are the benefits and risks of 'buying' engagement activities?



Using Invest In Me to Support Engagement

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All costs will be tracked and recorded as for Invest In me.

Under 18, these cost will be invoiced to the Dept [Up to \$200 per approval]

Engage

Grab a pack of sticky notes.

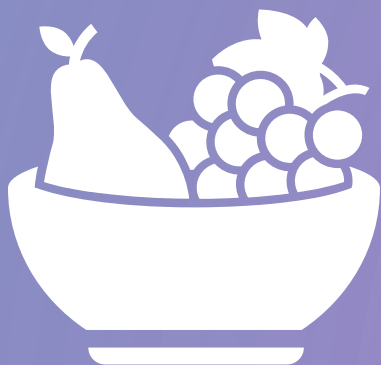
**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many specific Engagement
Activities or Strategies you can think off.**

Place them on the Engagement Poster

Break Time

**Home
Stretch**
WA



Transition Coaching – A Structured Approach

Engage

Connecting with a person and their support circle.
Purposefully building **trust, safety and control** through a professional helping relationship.

Understand

Building an accurate understanding of a person's situation, the challenges they face and their hopes for the future. Identifying and mapping strengths, resources, support circles and challenges.

Plan

Supporting a person to develop **their plan** to achieve **their goals** using the strengths and resources available to them. Coordinating supports and resources, and ensuring risks are managed respectfully.

Empower

Helping a person to develop the skills, knowledge, supports, resources and motivation they need to achieve their goals. Advocating on a person's behalf to overcome systemic challenges.

Meeting Kahua

You had arranged to meet one of the young parents you have been working with at her new transitional housing property. Her name is Kahua and when you arrive she is just saying goodbye to a friend at the door. She welcomes you in, and offers you a seat on the couch, while she picks up rubbish from the floor and wipes down the kitchen. She mentions how she's had some friends over while she discreetly puts some alcohol bottles in the bin. You notice a hole in the wall. Her son is asleep in the other room and she asks if you could speak quietly so as not to wake him. She comes to sit down and you notice a large bruise on her arm. She says that everything is going fine, but her mum isn't very supportive and needs housing. She asks if she can use your phone to call Centrelink. She has just been given a late payment notice for her power and she wants to know if she is eligible for her \$500 loan yet.

Activity - Understand

Based on the scenario

What is your understanding of
Kahlua's Current Presentation

What's going on?

What do you need to be really aware of?

How would you approach completing an assessment?

Understand

Keep a **POSITIVE MINDSET** when looking at issue or situation

Be **HOLISTIC**

Assess **ASPIRATION** not just issues

Look for **EXCEPTIONS**

Identify and validate **STRENGTHS**

Understand



What are the different areas of life that you might need to help a young person with?

How would you know whether the young person needed any support in life areas?

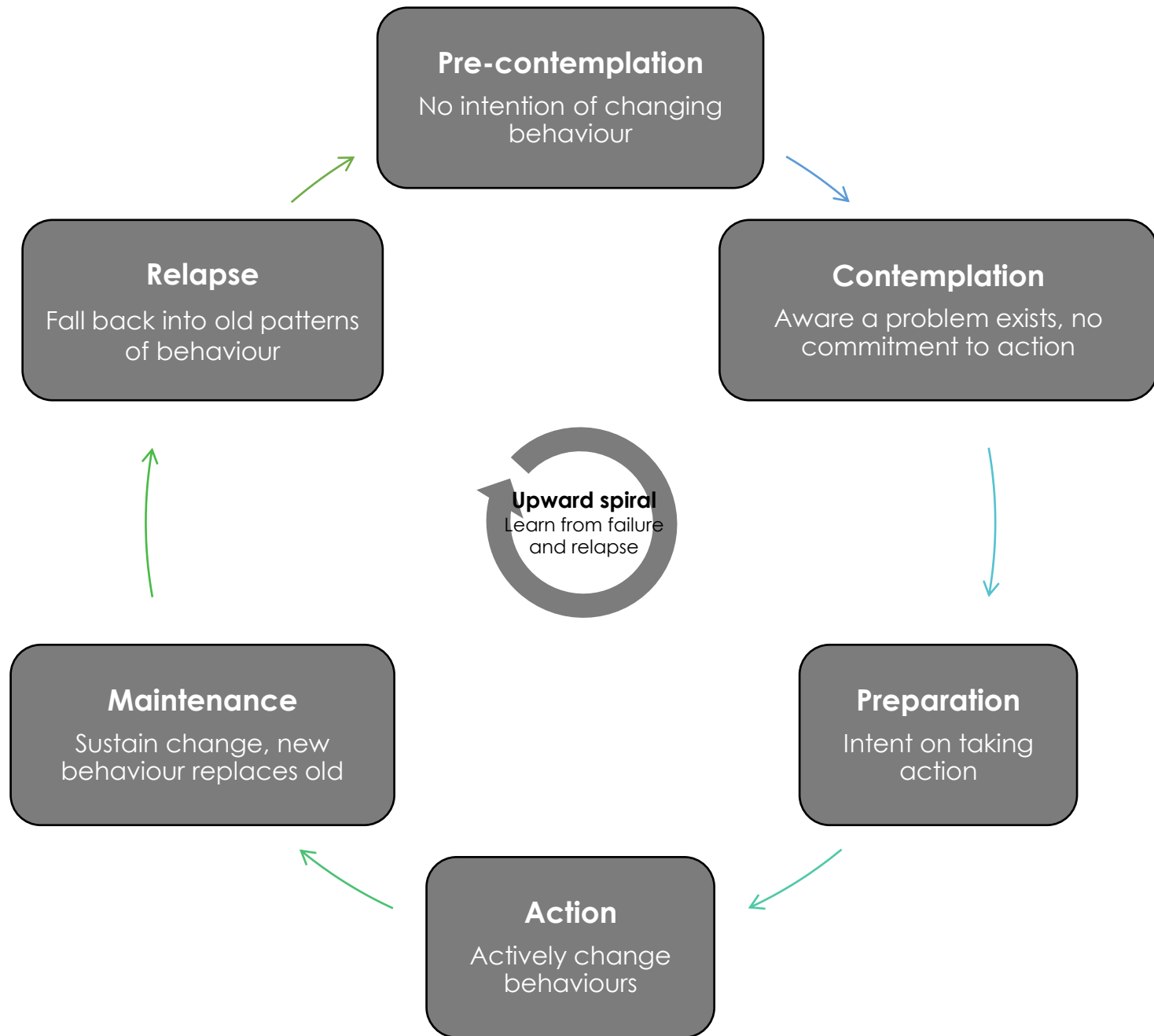
Are there any life areas that shouldn't be explored or understood by a Transition Coach?

Understand Motivation

“Young people aren’t motivated to work on their goals, there isn’t anything I can do!”

Whose goals are you working on?

Stages of Change – Prochaska and Diclemente



Understand

Dimensions of Care/Life Domains

Child Protection	Home Stretch WA
Safety	Life and After-Care Skills
Care Arrangements	Housing
Health	Health [Physical, Sexual, Dental]
Education	Education, Training & Employment
Social & Family Relationships	Social Relationships and Support Networks
Recreational and Leisure	Wellbeing [Emotional, Mental, Self-Esteem]
Emotional & Behavioural Development	
Identity & Culture	Identity and Culture
Legal & Financial	Financial and Legal

Understand – Support Circles Approach

How might you integrate or apply a Support Circles Approach into how you approach understanding what the strengths and needs of a young person are?

Footprints Tool

The Footprint Eco Map

Yellow represents
the young person
and those closest
to them



Green represents meaningful
relationships that are reliable



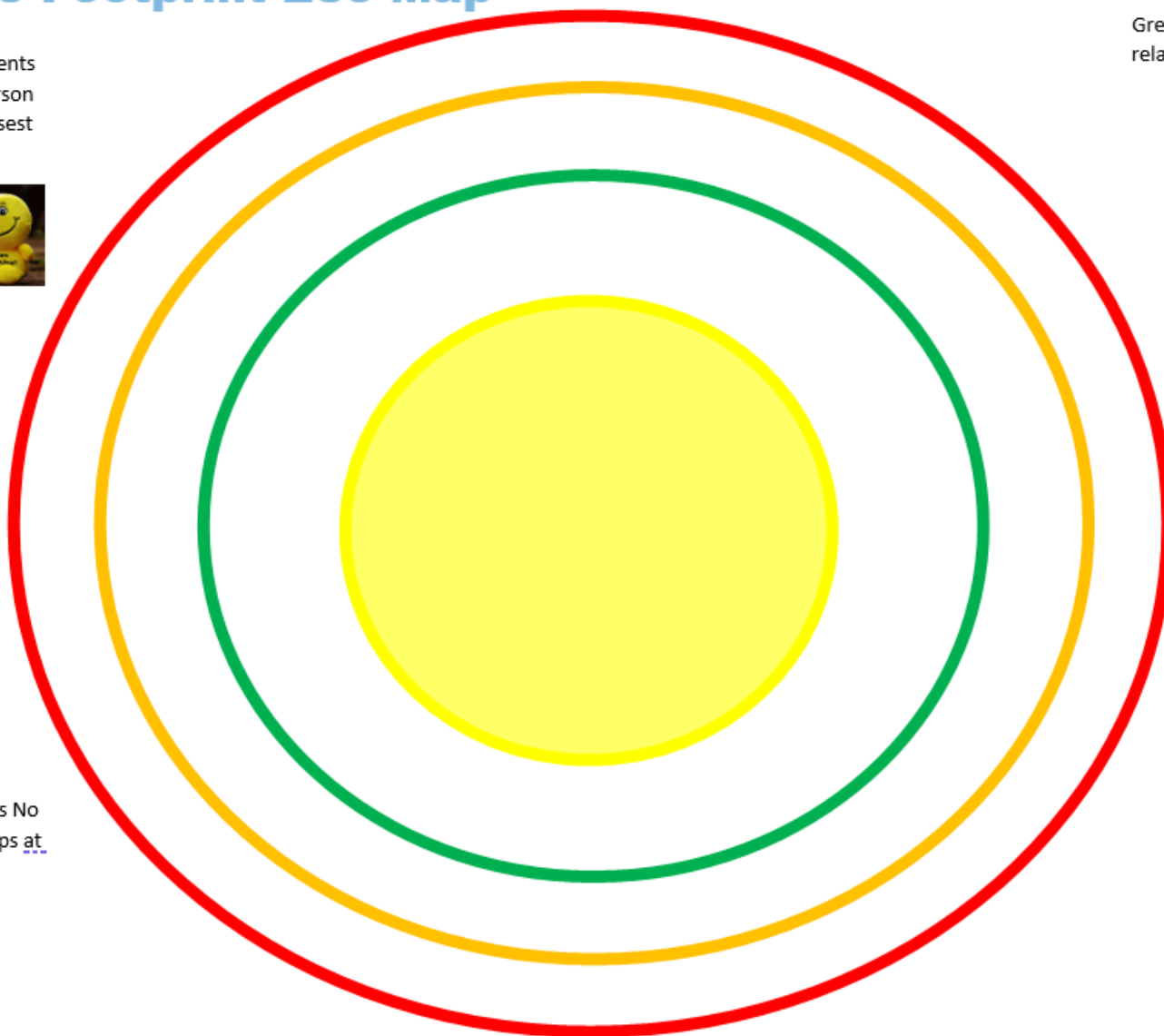
Amber represents
relationships that
you may be unsure of



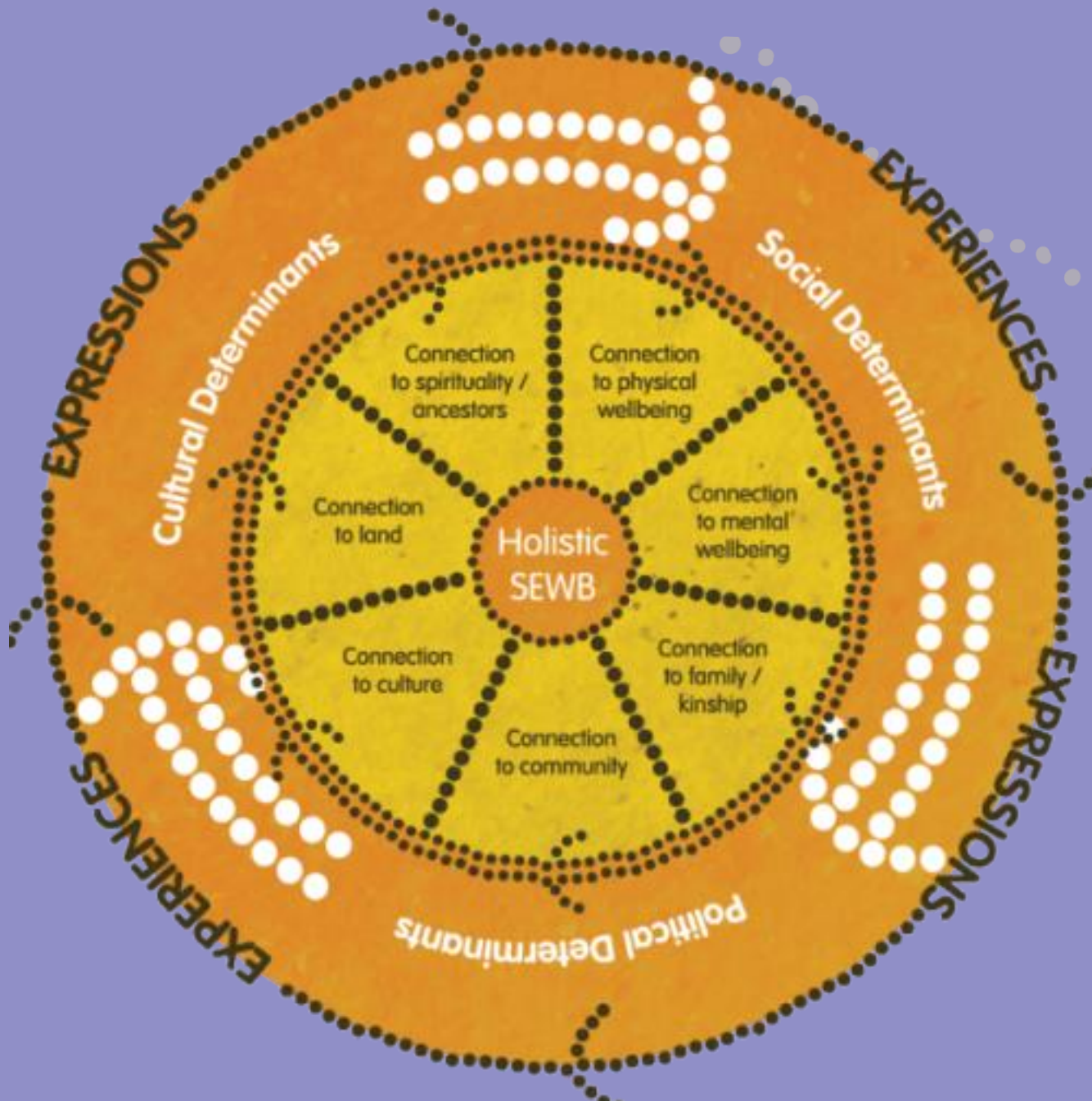
Black indicates No
Go relationships at
this time



Red represents
relationships that require
further investigation and
possible safety planning
with transition coach



Aboriginal Worldview



Understand

Assessment Tools/Activities are often a balance between

Engaging the person in support and
Gathering Information



Understand

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many relevant/appropriate
Assessment Activities or Tools you can
think off.**

Place them on the Understand Poster

Transition Coaching – A Structured Approach

Engage

Connecting with a person and their support circle.
Purposefully building **trust, safety and control** through a professional helping relationship.

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Building an accurate understanding of a person's situation, the challenges they face and their hopes for the future. Identifying and mapping strengths, resources, support circles and challenges.

Plan

Supporting a person to develop **their plan** to achieve **their goals** using the strengths and resources available to them. Coordinating supports and resources, and ensuring risks are managed respectfully.

Empower

Helping a person to develop the skills, knowledge, supports, resources and motivation they need to achieve their goals. Advocating on a person's behalf to overcome systemic challenges.

Plan

Can we measure the impact of a Home Stretch WA service by whether every young person has an updated Leaving Care Plan.



**“LIFE IS WHAT HAPPENS
WHILE YOU ARE BUSY
MAKING OTHER PLANS.”**

-John Lennon



Plan

Goal Setting

- SMART Goals
- Understand Motivation
- Goal Shielding
- Goal Striving



Strategies: Goal Setting

Achievement vs. Learning

- Get a part time job vs. apply for 3 jobs this week
- Reduces anxiety around failure and creates a sense of achievement and mastery

Plan

Strategies: Goal Setting

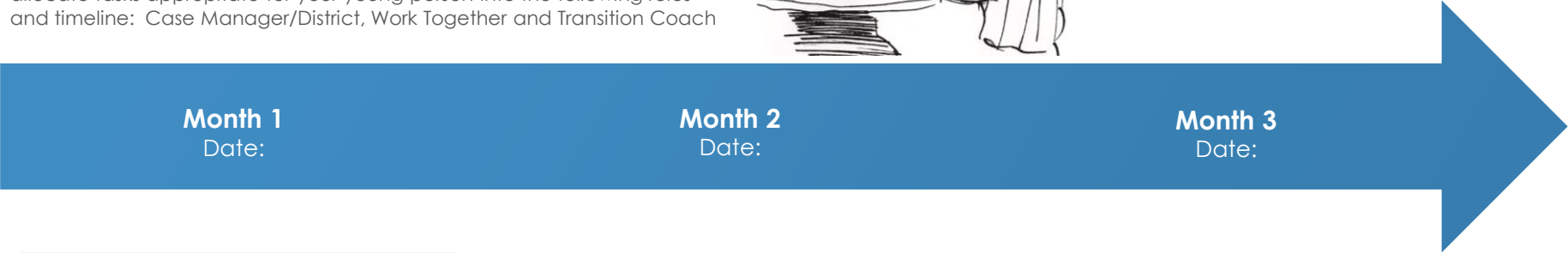
Avoidance vs. Positive Action

- Desired outcome – reduce binge alcohol use
- **Goal 1** Go to the gym on a Friday night with friend.
- **Goal 2** Don't drink on Friday nights

How to Smooth Transition

Working Together timeline

Use the Leaving Care Task Sheet checklists and Leaving Care Plan to allocate tasks appropriate for your young person into the following roles and timeline: Case Manager/District, Work Together and Transition Coach

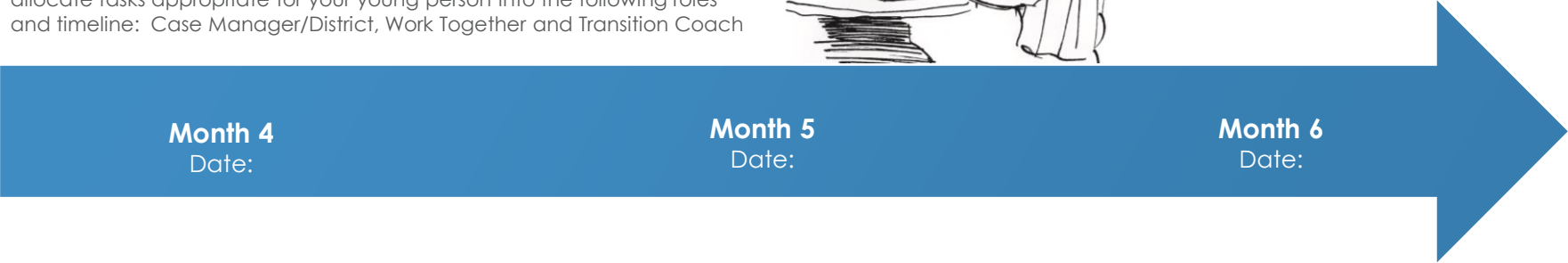


Month 1 Date:	Month 2 Date:	Month 3 Date:
Case Manager/District		
Work Together		
Transition Coach		

How to Smooth Transition

Working Together timeline

Use the Leaving Care Task Sheet checklists and Leaving Care Plan to allocate tasks appropriate for your young person into the following roles and timeline: Case Manager/District, Work Together and Transition Coach



Case Manager/District		
Work Together		
Transition Coach		

Plan

Linking Understanding to Planning



Using the “5 Column Approach”

The 5 Column Approach is a strengths-based practice tool that provides a simple structure to helping someone talk about an issue or problem they are facing, and move to creating a plan to doing something to create a positive change.

It is a narrative approach that empowers the client to decide;

- an issue or current situation they wish to change;
- the future picture;
- what resources they have, or that they might be able to access, that could assist;
- first steps and plan towards change.

It is an excellent tool to support people who have some motivation to take action and need support and encouragement to do this.

In considering the Stages of Change model, it best supports those in Preparation, Action or Maintenance Stage.

For those who are pre-contemplative or contemplative, consider using motivational interviewing as a more appropriate approach.

Using the 5 Column Approach

The 5 Columns refer to the stages represented by the columns in the intervention. There can be more or less than 5 columns, depending on the context, issue and young person. Information from other assessment tools can be used to help frame or identify issues or concerns.

It is a great technique to move from assessment to undertaking person centered planning with someone.

In using this approach it is important to follow the pace of the young person and give them time and space to understand and decide on their plan and solutions.

Tips

- You are the facilitator not the doer.
- Work from where the person is at, try not to jump ahead into solutions
- Be open, honest and genuine in a collaborative way
- You don't need to know all the answers, part of the process is about facilitating the person to take responsibility.

Activity - Planning

Divide into Pairs

Decide who is going to be the Transition Coach.

You can either role play a specific case scenario and an issue the person is at least in preparation for making change. [nothing too hard] or pick something you are comfortable sharing about your self.

Use the 5 Column Method, working through column, help the person come to plan about how they might resolve the issue.

5 Column Approach from the Strengths Approach by Wayne McCashen

Stories and Issues

Spend time clarifying what the issue is and what has been happening.
Encourage specific descriptions and statements.
Listen without judgement or comment
Safe silence is a powerful

The Picture of the Future

Build a picture of what the future would look like if these issues weren't around.
Apply the perspective of others who are important to the person.
Validate and affirm that it is possible.

Strengths and Exceptions

Draw out information about times or places the problem hasn't been as bad, or has been overcome.
Identify existing and historic resources, and strategies that work, not just professional referral pathways.

Other Resources

Explore what other strengths or resources are needed.
Look for mainstream services as well as within natural networks.
Explore whether options are accessible, acceptable and viable.

Plans and Next Steps

Support the person to identify and commit to a simple, single action that they could take.
Nudge goals are more effective, and help break things into small and manageable tasks.
Empower the person to take action and responsibility with your support

5 Column Approach – Question Prompts

Stories and Issues

- What is happening? When and how often does this happen?
- What affect does this have on you? Including how it makes you feel.
- How would people close to you say this is affecting you?
- Who else does it affect? And how does it affect others?
- How does this issue get in the way?
- What beliefs do you hold that might affect this issue or affect change occurring?
- Are there any external structural or cultural constraints?

The Picture of the Future

- What does your future picture look like? Describe it as fully and clearly as you can. Help me to see it.
- What will be happening when this issue improves?
- What will people close to you notice?
- How will you know things are going better for you?
- What will you and others be doing differently?

Strengths and Exceptions

- Think about a time this is lessened or not happening (no matter how briefly) – what is different? What is happening? What are you and others doing?
- Are there times you expect this issue and is does not happen; what is happening at these times?
- What do you do well?
- What do you have that might help achieve your goal, and resolve this issue or be able to reach the future picture you have?
- What would other people close to you say are your abilities to overcome problems?

Other Resources

- Think about any resources you might have, or you know of that might help this issue?
- Who and what else might be able to assist?
- What skills and resources might help?
- Think about all the different areas of your life: community, networks, family, culture, education, work – what support, assistance, resources, might be there?
- Are there resources you might find elsewhere? What could they be? Where might you get them from?

Plans and Next Steps

Write down specific do-able steps – what will be done, by whom, by when – small manageable steps.

Possible Questions:

- Thinking about all that you have written (talked about) here, what steps could you take?
- Looking over each column are there steps that you think could be taken?
- Who could assist you – when; how and with what?
- What are things that you can do, what could you ask others to do that would help create your future picture.

5 Column Approach Reference Guide

Stories and Issues

Ask questions that invite people to share their stories and enable them to understand what's going on.

Example Questions

- What's happening?
- How do you feel about this?
- How long has this been a problem?
- How is it affecting you and others?

The Picture of the Future

Ask questions that help people explore their aspirations, dreams, interests and goals

Example Questions

- What do you want to be happening instead?
- What will be different if things changed?
- What will happen if you do nothing?

Strengths and Exceptions

Ask questions that help people explore their strengths and exceptions to the issues

Example Questions

- What do you want to be happening instead?
- What will be different if things changed?
- What will happen if you do nothing?

Other Resources

Ask questions that help people identify resources and people who can help.

Example Questions

- What else might help?
- What other skills do you have?
- Have you overcome this before?
- Who is in your side in this?

Plans and Next Steps

Ask questions that enable people to state concrete steps towards their goal

Example Questions

- What's the single next step that will point you in the right direction?
- Who will do it? How? By when?
- What might get in the way and how can we shield that?

5 Column Planning Tool

Stories and
Issues

The Picture of
the Future

Strengths and
Exceptions

Other
Resources

Plans and Next
Steps

Plan

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many relevant/appropriate
Planning Activities or Tools you can think
off.**

Place them on the Plan Poster

Empower

Why do we mean when we say we are empowering a young person?

Skills? Knowledge? Behaviours?
Resources?



Empower

Coaching Skills or Knowledge

**I DO
YOU
WATCH**



**I DO
YOU
HELP**



**YOU DO
I HELP**



**YOU DO
I WATCH**



**YOU DO
I WATCH
NETFLIX**

Empower through Advocacy



It's important to remember

To have a young person's permission to advocate for them.

To have sufficient information about the situation
To contact the service in the presence of the client

To help the client develop their own self advocacy skills

Empower through Advocacy

Rights vs Responsibilities

What approach is more adversarial?

Which approach is more consistent with Home Stretch practice principles?

Empower

EcoMap Your Program's Support Circle

Where do you get your information?

Your professional knowledge will have it's limits.

How do you create pathways for young people beyond the Child Protection System?

Empower

Making A Referral – Support Circle Approach

People's strengths and capacities are complemented as necessary by resources in their natural networks

If necessary

**Commonly used
resources (mainstream
resources) are added**

If necessary

Specialist resources are mobilised

Empower

Grab a pack of sticky notes.

**Using the rule of 1 idea per sticky note.
(and tearing them off from the side)**

**Write Down as many activities or strategies
you can use to empower young people to
be interdependent after 21.**

Place them on the Empower Poster

Stages of Coaching – Practice Tips #1

Engagement

By Name List Approach works - Use It!

- Coordinated? collaborate
- Shared Data
- Info Sessions – Digital Channels

Create a welcoming environment & culture

- Display visual cues for people to feel safe [flags/iconography]
- Reduce physical barriers were safe and appropriate
- Develop team culture to welcome people

Provide simple and clear information about the service offer

- Multiple mediums [Visual, Written, Digital, Verbal]
- Visual Cues

Offer Safety & Control through the process

- Contract the service and be clear about limits
- Focus on relationship
- Match pace of engagement
- Be flexible - when, where and how

Create an Engagement Plan/Strategy for Every Young Person

- Focus on building relationships over time
- Engagement is your responsibility
- Pushing action too early can create resistance
- Look for quick wins, help with practical needs first
- Identify and agree on locator Contacts and negotiate consent
- Epistemic trust can be brokered through working with a person's existing supports

Understand

Screening Assessments are a starting point

- Referral/Intake Form help quickly assess eligibility and service fit.
- Usually a starting point for further assessment

Coaching Assessment Tools

- Think 'conversation' not 'interrogation'
- Forms guide practice but shouldn't define it!
- Follow practice guidelines, but build a toolkit
- E.g. Footprints, Ecomap, Vision Board, Life Wheel, Mindmap, Cultural Tools

Accurate assessments are formed over time

- Observe, listen and assess over time.
- Be intentional in the tools you use and when.
- Check your understanding of a person's situation regularly – are you mentalising the same thing?

Apply a strengths approach to all tools

- Strength approach/mindset is universally applicable
- Develop a strengths language and practice strengths spotting

Assess for Motivation not just capacity

- The problem is only a problem if the person sees it as a problem
- Think about stage of change – respond accordingly
- Motivational Interviewing is a core skill!

Person centered risk assessment and safety planning

- Risk assessment tools do not respond to risk
- Negotiate how you respond before the first crisis

Plan

Good assessments always link to planning

- Clients often gain insight and motivation from talking about what is important to them

Write plans down or visualise them

- Simple and clear is best!
- Send photos of plans or planning activities via SMS
- Be creative and flexible

Keep it simple!

- What is the most effective planning tool for the client to use?

Keep it clear who is responsible!

- Case coordination meetings and planning templates are helpful when there are multiple services involved
- Identify the lead agency to coordinate planning

Think about natural networks and mainstream resources

- Not every issue needs to be solved by a specialist service
- Mapping a person's natural networks early can provide additional pathways to access support
- Enduring relationships are

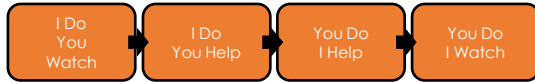
Whose plan is it anyway?

- Be mindful of your own bias and influence
- Ask the client to prioritise their plan and follow their priorities
- Young People's goals aren't always the same as the service providers goals!

Coaching– Practice Tips #2

Empower

Every intervention is an opportunity to build skills and capacity through coaching



Support Circle Approach to build a client's natural networks as well as professional supports

- Not all problems require a specialist referral
- Who will be around when services aren't?

Consider individual learning needs and culturally strong approaches

- Videos, cartoons, digital, music and art
- Culturally appropriate forums and tools

'Shared responsibility' is a strong foundation for advocacy

- Use case coordination and case conferencing to ensure the client is getting their needs met
- Use a 'rights based' approach (adversarial) only when you have all the relevant information

Strengthen your professional networks and system knowledge

- Agency visits/service safaris
- Seek expert practice advice and consultation

Housing First

- Harm minimization is the primary intervention in all life domains
- Recovery oriented practice

Review/Reflect

"It's the relationship that heals!"

- Epistemic trust is the main factor behind successful interventions – revisit engagement regularly
- Reinvigorate empathy
- Use relationship to encourage and support change
- Be careful and plan any therapeutic confrontation or challenge

Is it about Capacity or Motivation?

- Know the Stage of Change for the issue/goal you are working – align the intervention and approach
- Motivational Interview - Roll with resistance and validate the struggle within the client – don't recreate it between worker and client.

Unconditional Positive Regard

- Positivity Ratio 5:1 - Authentically look to celebrate, validate and 'prize' the small wins
- Avoid assuming motives for behaviours; respond to the expressed need, don't react to the behaviour
- Set clear expectations by being consistent and having healthy boundaries

Instill a growth mindset and induce hope

- Failure and setbacks are learning opportunities
- "Supportive Fail"

Reflective Practice

- Who's doing all the work – the worker or the client? Whose goals are we working on?
- Use a critical friend – supervision – case discussion
- Self-care and healthy boundaries to maintain perspective

Smooth Transition/Moving On

Plan for exit collaboratively, agree on time frames where possible

- Gradually reduce support over time
- Expect crisis and challenging behaviours to re-emerge as self sabotage and a reaction to the perceived loss and abandonment – validate and normalise the responses
- Good relationships can feel good for the worker – Whose needs are being met?
- Encourage interdependence on natural networks mainstream supports and services to take over

Rupture and Repair

- Unexpected or difficult exits will, always be clear about the pathway back and what that would look like for the client.

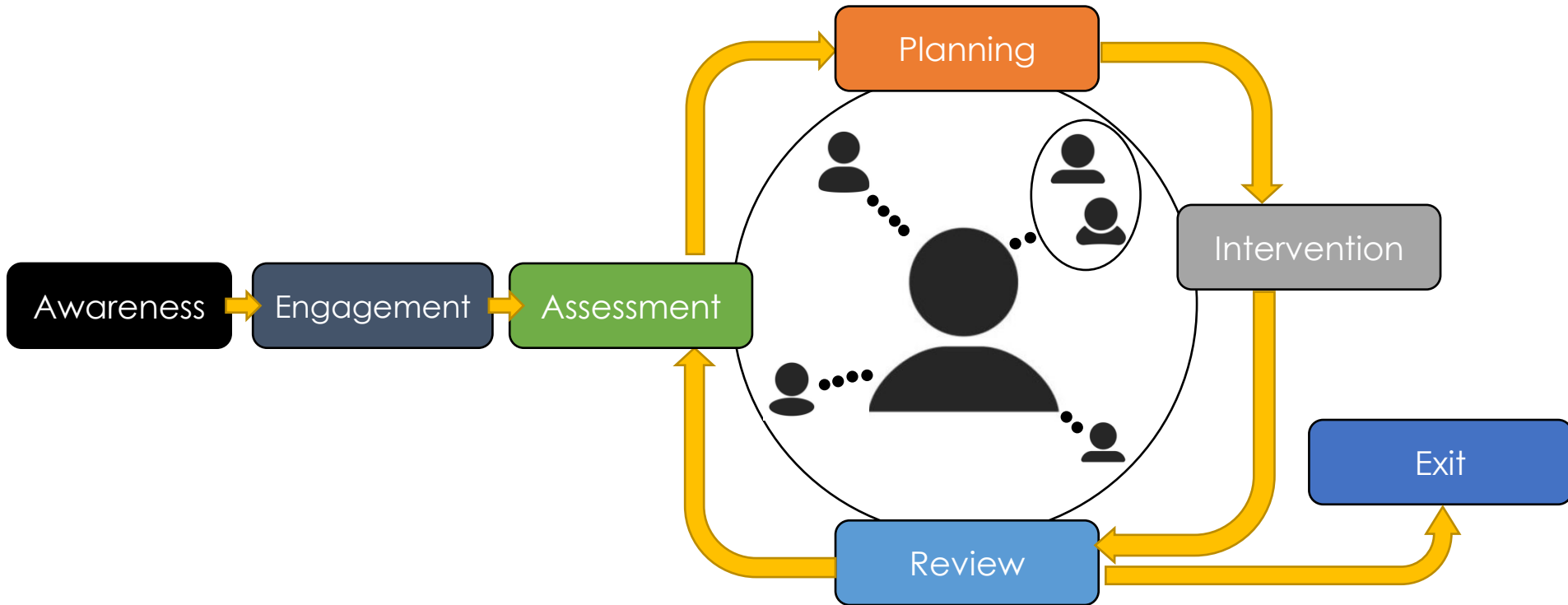
Smooth transition and warm handover between services

- Joint sessions and planning early and over time
- Clear handover of information, plans, goals, support networks and resources
- Encourage engagement with new service by redirecting client if they return to original service
- 'Holding in Mind' let the client know that they won't be forgotten and will be remembered

Evaluate, Celebrate, Reciprocate

- Celebrate every positive exit!
- Collect feedback, outcomes data and stories of change to share and celebrate
- Are there opportunities for the client to give back to the community by using their experiences or story in lived experience roles or forums?

Case Management – Generalist Model



Case Management – My Approach

Engage

Understand

Plan

Empower

Review

Smooth Transition/Moving On

What was on your mind when you were 18?

Introductions – 10 mins

In Pairs [preferably someone you don't know]

Find out: Name, job role, Where they were and what they were thinking about when they turned 18!

You will then introduce each other to the group



You can write down or draw anything! For example, emotions, goals, things you're excited for!

What's on the mind of young people who are leaving care?



Testing and Developing Home Stretch in WA

A combination of "Lived" and "Learned" experience!

Over 137 Young People have been consulted or involved in design.

37 Young People and their support circles were part of the Home Stretch Trial, contributing ideas and testing to refine the model

A Youth Advisory Group help lead the design and review of the model

Front Line Practice Experts from with the Department and Community Service Sector

Literate Review of Research and Best Practice from across the world

In 2021 Over 120 Stakeholders from the sector and broader community reviewed and provided feedback into the model

Nitja Nop Yorga Ngulla Mia – System Design

We sought permission. We co-created our approach. We listened deeply and respectfully. We made sense of it together.

We were Aboriginal Young People, Families, Community, Elders and Practice Experts

We co-created a set of principles to guide Home Stretch in WA.

These principles have guided the development of the Home Stretch WA Model.

These principles have guided the plan for the future.



What is Home Stretch WA?

The logo for Home Stretch WA is a circular emblem. It features the words "Home Stretch" in a bold, white, sans-serif font, with "WA" in a smaller font below it. A series of white dots forms a curved path around the bottom and sides of the text.

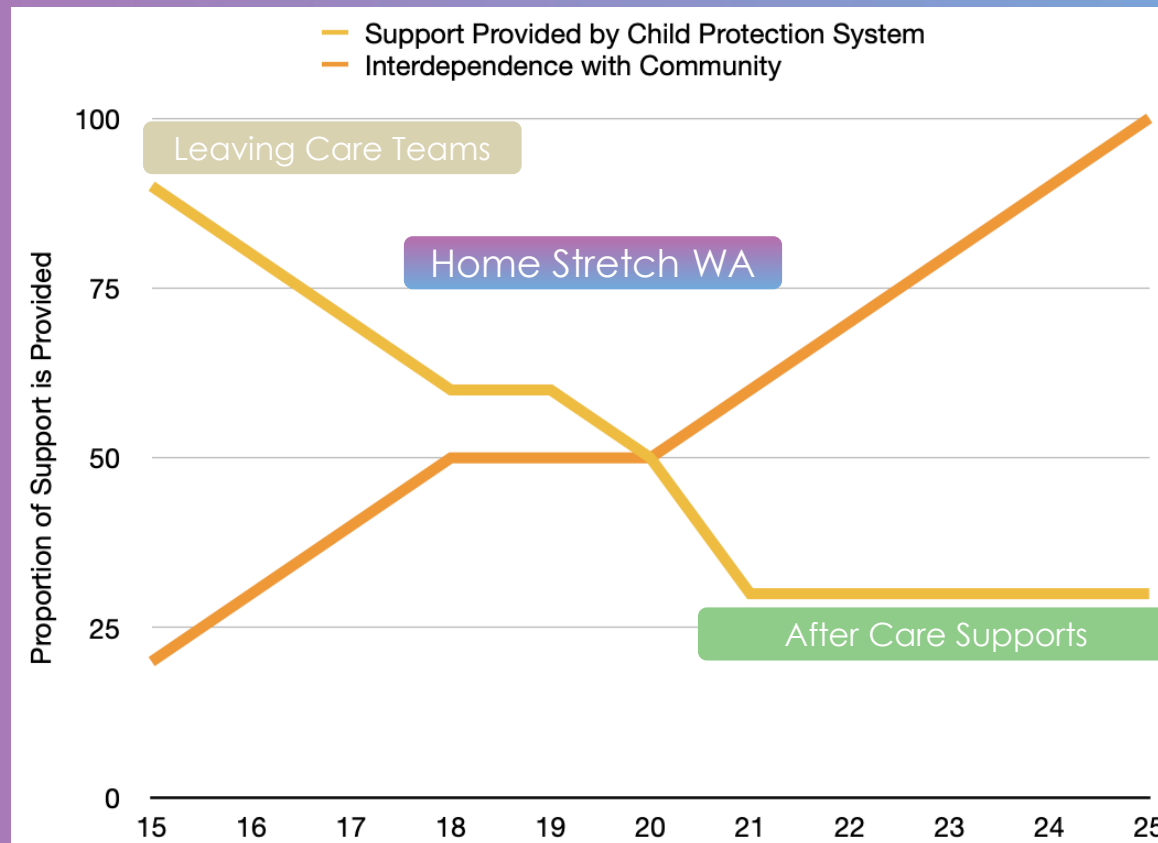
**Home
Stretch**
WA

Home Stretch offers young people the choice to access higher levels of support until they reach the age of 21.

It extends the supports from the care system, without meaning young people have to stay 'in care', promoting interdependence.

A decorative graphic at the bottom of the slide consists of a series of yellow dots connected by thin lines, forming a wavy, undulating path that moves from left to right across the bottom of the frame.

A Smooth Transition Under Home Stretch



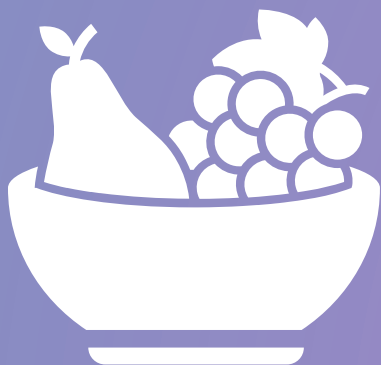


Home Stretch WA gives young people the right to continuity in support and 'care' to the age of 21.

How does this kind of reform help Young People?

Break Time

**Home
Stretch**
WA



Home Stretch WA - Safety Net

The right to a visible, accessible and secure financial safety net that ensures access to housing, foster care, health, education and life skills.

This is provided through three different Home Stretch WA service offers...

Housing Allowance

Invest In Me

Staying On Agreement

Housing Allowance

Young people can be supported to access a Home Stretch WA Housing Allowance that can assist them to afford a broader range of living arrangements and includes an emphasis on providing them the skills and supports they need to secure and maintain safe and stable housing.

Transition Coaches work with young people to make a plan for housing and access financial support to make it affordable.



Housing Allowance

How much are the Staying On and Housing Allowance payments?

The Housing Allowance is reviewed every 12 months and the subsidy amount will reduce to 75% in the second year and 50% in the third year.

Age	Current Maximum Rate
18	\$450
19	\$337.50
20	\$225

Housing Allowance

A decorative dotted line in a light purple color, starting from the bottom right of the 'Housing Allowance' title and curving upwards and to the right across the top of the slide.

The Housing Allowance and/or Staying On Subsidy offer young people financial support.

What else will young people need in order to maintain safe and stable housing?

A decorative wavy shape in the bottom right corner, featuring a gradient from purple to pink and orange.

Housing Allowance example resources

APPLICATION Applying for Housing Allowance	
Housing Allowance Application	 Coach helps young person application paperwork for approval
Timeframe	Text
Who	Actions
Young Person	Completes the Housing Allowance - Application Form with the Transition Coach Young person has landlord/payee sign Housing Allowance agreement and completes payee details
Landlord/ payee	Signs Housing Allowance Agreement and completes payee details
Transition Coach	Helps the Young Person complete the Housing Allowance - Application Form and emails to Home Stretch Staying On Facilitator for approval
Home Stretch Coordinator	Assesses application and informs Transition Coach of the outcome. If successful; emails completed Housing Allowance - Application Form to Department of Communities Subsidies Processing Unit Advises Transition Coach of the outcome of the future review date.
Department of Communities Subsidies Processing Unit	Receive Housing Allowance Application Form and begin processing.
Documents	<ul style="list-style-type: none"> • Home Stretch WA - Housing Allowance - Application Form • Budget Form • Landlord/Payee Details Form • Lease Agreement (where appropriate)

Housing Pathway Plan Session – Practice Guide

Brief Summary of the session

The Housing Pathway Planning session provides a space for the Transition Coach to support the young person to explore where they would like to live and start preparing all the documents to support their application. Finding a suitable place to live can feel like a daunting task, so it may be helpful to acknowledge the potential feelings of overwhelm, but also reassuring the young person that they will have support (from you) throughout each step of the journey.

What Practice or System Principles are Relevant for the coach?

- "You are the expert in your life, you deserve the freedom and respect to make your own choices"
-



Staying On Agreement

Young people can be supported to continue 'staying on' with a carer to ensure they have a stable living arrangement until age of 21 years.

This includes a continuation of payments and support to foster and family carers with an expectation that a young person will contribute to their living expenses from their independent income.

The focus of Staying On agreements is to support the young person's emerging independence. A Home Stretch Staying On Facilitator works with each family to setup an agreement about how things work after 18. These payments are administered by Communities.



Staying On - Example Resources

Home Stretch WA – Staying On Subsidy Application Form

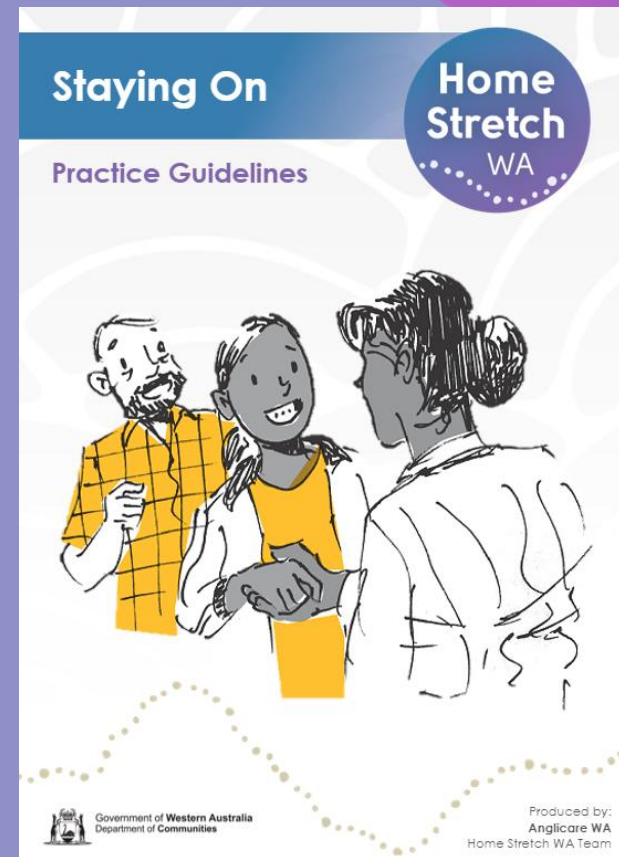
This application is to approve the Staying On Subsidy payments to foster and family carers who will continue to support a young person staying on in the living arrangement after age 18 years. This includes funded community service organisation managed carers.

This form must be endorsed by a Home Stretch WA Provider and sent via email to the Home Stretch Service Team at homestretchserviceteam@communities.wa.gov.au

Please allow two weeks for processing of the first Staying On Subsidy payment to the staying on carer.

Contact Details – Young Person

Name		DOB	
Assist ID			
Address			
Phone			



Invest In Me

(\$2,500 per young person per year) gives young people the 'right' to a visible and secure financial safety net for resources to support them towards their aspirations and goals, or for crisis relief.

Invest in Me funding is provided through the coaching relationship and administered by Home Stretch WA service providers.

It provides young people with fast access to financial assistance without having to return to a District Office.



How does Invest In Me work?

- Young people can request financial support from their Transition coach towards their goals, or to deal with emergencies. This replaces going to a District Office and requesting money from the leaving care fund. (*Expensive items like braces or airfares may still be funded by the District Office)
- Invest In Me is focused on supporting young people to build their capacity and skills around their finances. Young people are asked to 'Chip In' to their costs. This doesn't always have to be \$\$\$
- For purchases under \$100, the Transition Coach can authorise. For purchases over \$100, the Coordinator or Manager will review the application and approve it.



It's easier to get support and coaching from Home Stretch, when you call DCP (Department of Communities) you never know who will answer.'

Invest In Me works better because I have a relationship with my Coach, I know him and he knows me so when I call I know he'll answer.

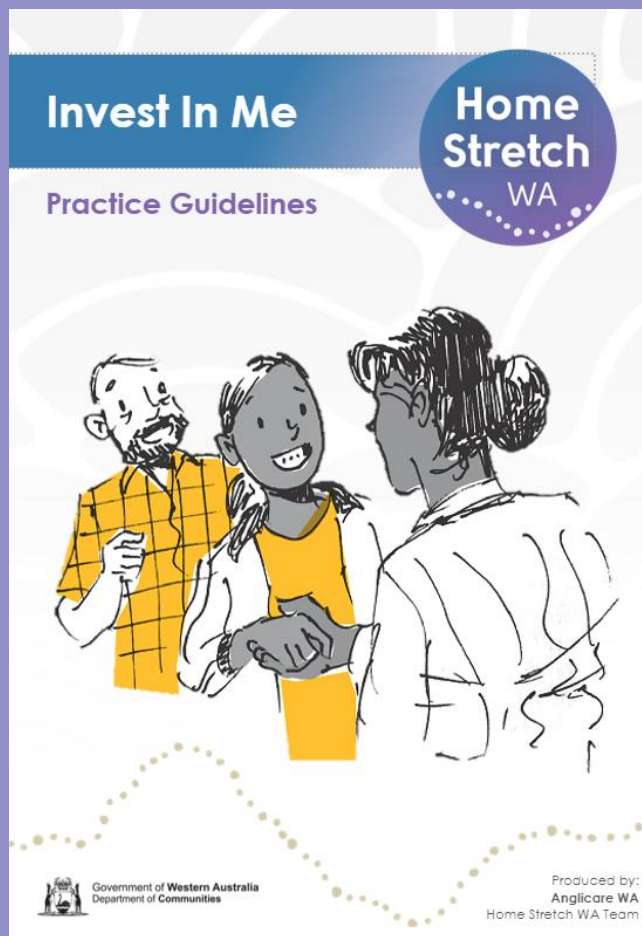
Invest In Me

Discretionary funding is difficult, and although Home Stretch requires workers to follow a practice approach, sometimes it isn't straightforward.

Do you think funding \$2500 per person per year is a fair amount?



Invest In Me - Example Resource



Support Circles Approach

Support Circles are at the center of all of the support provided by Home Stretch WA. Transition Coaches are focused on supporting young people to grow and maintain lasting connections to the people, places and things that are important to them. This support also include the offer of assistance to map out the past and to help reconnect with family and historic relationships.

The importance of support circles can be seen in every service offer of the Home Stretch WA program. Though it is the specific focus of two areas of support...

Footprints

Pathways

Support Circles Approach

Traditional youth work approaches are often built around seeing the young person as the primary client and working with them as an individual.

A Support Circles approach means seeing the young person as contributing to and being a critical part of their community, using every opportunity to work with them to strengthen, broaden and build their connection to community and natural networks.

What strategies or approaches might you use to embed a support circles approach in your work?

Footprints

Walking alongside young people to help them understand and explore the people, places and connections that are important to them.

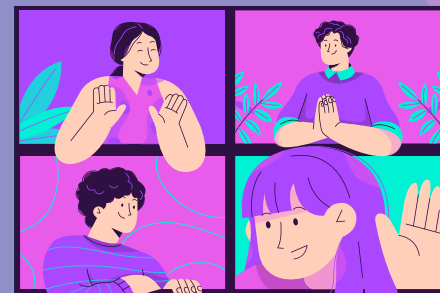
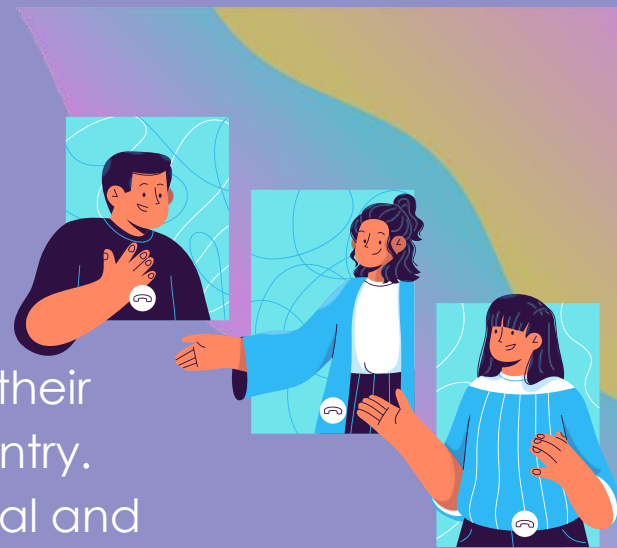
Mapping out the footprints and parts of their life story, we hope to find opportunities for them to build new connections or revisit old ones.



Pathways

Walking alongside young people as they navigate their connections to family, community, culture and country. Providing the resources and supports they need to heal and connect when they are ready

Coaching young people in the skills and knowledge they need to build their support circles, encouraging them to explore pathways to reconnect and providing a safety net for them if things don't work out how they had first intended.



Discuss in small groups

- Think back and discuss a time when you made a choice and then changed your mind. How do you think this relates to the opt-in and opt-out model of Homestretch WA?
- What Homestretch WA principle resonates with you most?
 - Explore how the old leaving care system and the Homestretch WA model differ.
- What do you believe is the greatest benefit a Young Person can gain from opting into the Homestretch WA program?

Home Stretch WA - Transition Support

Transition Support is a key element of the Home Stretch program. Flexible, one-to-one support focused on encouraging towards interdependence

This support is offered through two practice approaches

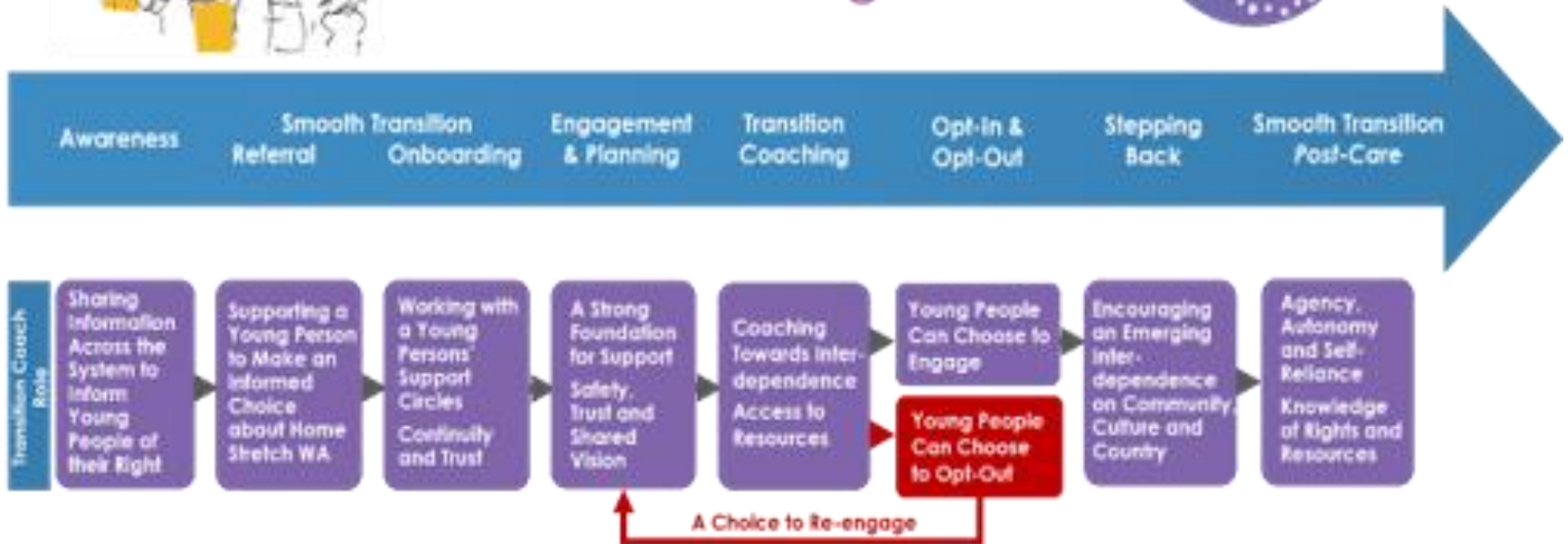
Smooth Transition

Transition Coaches

Transition Coach - Example Resources



Stages of Transition Coaching



A Smooth Transition

Working together with a young person and their support circle from age of 17.5 years to ensure a smooth transition into the Home Stretch WA program and a seamless continuation of support until the age of 21 years.

It's also about young people being aware of their rights and being able to independently access support they are entitled to after 21.





"I don't want you to look at my case file or leaving care plan, that's not who I am anymore!"

Young Person

Why is Smooth Transition needed?

The current system was failing young people, and did not provide them the supports and resources at the times they needed them most.

Young people involved in the design Home Stretch WA said they wanted to make a choice when they were ready. Referrals at 15 did not give them much choice.

Allowing young people to build trust over time with their Transition Coach was an important learning from the Home Stretch WA Trial.

Home Stretch is a right for young people, and they should have the freedom to Opt In and Opt Out from the service any time up to the age of 21.



Transition Coach Demand Management - Levels of Support & Opt Out/In



Smooth Transition- Working Together

Working together with DoC Case Manager for a Smooth Transition from 17.5 to 18

Home Stretch WA – Active

Enhanced Support Offer to 21

Home Stretch WA - Stepping Back (Active Holding)

Supporting an Emerging Independence

Home Stretch WA- Opt Out- Voluntary

Young Person Chooses to Opt- Out of Home Stretch WA

Home Stretch WA- Opt Out- Disengage

Young Person Disengages from support

Age Out

Young Person Turns 21

- Collaboration with DoC Case Manager
- Planned Warm Handover – DoC gradually reduce and fully transition
- Support to Coach
- Focus on continuing or building stability around housing, and support around maintaining EET and pathway plan
- Coach Involved in Leaving Care
- Planning > Invest In me
- Create Staying On Agreements prior to 18
- DoC direct support ends at 18, ongoing contact as part of Support Circle possible but appropriately bounded

- Young person positively engaged with Transition coach
- Full service offer - coaching across 8 domains
- Ongoing Assessment and Planning Support
- Access to Full Invest In Me
- Monthly minimum engagement with coach
- Assertive follow-up during periods of disengagement
- Staying On/Housing Allowance
- DoC worker may remain part of informal Support Circle as part of Working Together but encouraged to engage with Coach for formal support
- Intensive support to overcome crisis and connect with supports – Solution Focused Brief Intervention

- Young person has positive and stable Support Circle or has identified they have limited current support and needs (safe and stable housing, positive EET, low risk)
- Reduced Home Stretch service offer
- Access to Invest In Me
- Adapted Leaving Care Plan
- Redirect support in 8 domains to Support Circle members where possible
- 3 Monthly check in by coach (including some outcome measures) with opportunity to return to Active
- Staying On/Housing Subsidy continues to be reviewed through Coordinator/Coach

- Young Person has positive support circle and limited support needs (safe and stable housing, Positive EET, low risk)
- Young person may have been supported to overcome crisis and connect with supports
- Offered option of "stepping back" before opting out.
- Handover Summary provided to District Office (with consent)
- Access Funding through Leaving Care Fund and post care supports
- **Can Opt back in in if current capacity in Home Stretch Provider from 18-21**

- Assertive Follow up to re-engage
- Offered option of stepping back
- If no engagement after 3 months Coach to action handover process and young person advised of options
- After 3 months then young person and District Office advised and place can be re-allocated.
- Staying On Subsidy Payment ends
- Handover Summary provided to District Office
- **Can Opt back In if current capacity from Home Stretch Provider 18-21**

A Smooth Transition – Example Resources

Referral Stage II Form



Awareness and Informed Choice

The Transition Coach collects information from the individual best placed to support a smooth transition. It supports the plan to engage and connect the young person with the Home Stretch WA Offer and allow them to make an informed choice about the service.

This section can be completed via phone call, in person or via email to relevant worker.

YOUNG PERSON'S DETAILS	
First Name	Last Name
Preferred Name	
Cultural Identity <input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Belong to another cultural group - pls specify:	
Street Address, Suburb & Postcode	
Are there any outreach safety concerns?	<input type="checkbox"/> Yes - pls specify: <input type="checkbox"/> No
Phone 1	Phone's owner
Phone 2	Phone's owner
Alternative Contact (email/messenger)	
Information provided to the young person about Home Stretch WA	
HEALTH/DISABILITY	
Any medical issues or physical, cognitive, developmental or mental health challenges?	
<input type="checkbox"/> Yes - pls detail below <input type="checkbox"/> No Name of the condition/s, informal/formal diagnosis:	
Is there an NDIS Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
NDIS service or person supporting them?	<input type="checkbox"/> Yes - pls detail below <input type="checkbox"/> No
Name of Person &/or Agency:	
Address:	
Email:	
EDUCATION/EMPLOYMENT	
<input type="checkbox"/> Studying Full time	<input type="checkbox"/> Studying part-time
<input type="checkbox"/> Not in education	<input type="checkbox"/> Working full time
<input type="checkbox"/> Working casually	<input type="checkbox"/> Working part-time
<input type="checkbox"/> Not currently employed <input type="checkbox"/> Other:	
Current education level completed?	

What does Home Stretch WA offer?



We provide you with extended support and resources from 18-21 years of age.



Transition Coach

A Transition Coach supports and connects you with the resources you need and are entitled to under Home Stretch WA and as a young person leaving care.

The Transition Coach is a consistent and reliable youth worker who can meet regularly in your community. They help figure out what you want your life to look like, how to get there, and deal with anything that might get in the way.



How could you benefit?

Home Stretch WA provides resources and funding you have the right to access, as part of helping you to become independent.

We help with education, training, health, wellbeing, living skills, culture and other areas you identify to need assistance with. You benefit by having a safety net fund to help deal with short term issues and avoid long term problems.

Where do you want to live?

There is a choice to be supported to Stay On in your current placement, if it works for you and your carer up to the time you turn 21.

The other choice is to access to a Housing Allowance to help you afford other housing options.

What about other supports?

Your Transition Coach helps you to:

- Create a map of the people and places important to you
 - Explore/develop new connections
 - Revisit and reconnect with people and places from the past
- A Support Circle builds a stronger connection to trusted people in your life.

It's Your Choice

It is your right to access continued support to 21, and your choice about the kinds of support you would like to receive. Home Stretch WA is not automatically referred to when you turn 18. Talk about your options with your case worker, they can support you to connect with us when you turn 17 and find out more.

Contact Us:

Email: homestretchwa@communities.wa.gov.au

Home Stretch WA FAQ Sheet:

<https://www.wa.gov.au/organisation/department-of-communities/home-stretch-wa-roll-out>

You can also ask us for a copy of the presentation! We can email it to you.



@homestretchwa



Home Stretch WA

Follow us for Home
Stretch WA information!



Access to Resources



www.homestretchwa.org.au

How to Contact Us



homestretch@anglicarewa.org.au



Andy

0413 207 096

Vanessa

0447 784 128

Renae

0479 067 474

Jess

0486 041 786

Agencies involved in Homestretch WA



Government of **Western Australia**
Department of **Communities**



Awareness

From 15 Years

Information about Home Stretch is provided in small chunks as part of leaving care planning

This will be part of the work of the Community of Practice

Young People are advised they will be given the option to be referred to a Home Stretch Provider.

Carers and other people in a young persons support circle are provided information about Home Stretch and Staying On Agreements as part of early planning.

Awareness

From 15 Years

The Role of a Home Stretch Provider

No direct engagement with young people at this stage

Build Trust and Relationships across the system

- Help Create Digital Content for Social Media with young people in your program
- Create a Eco-Map of the District Office and Teams
- Hot Desk/Co-locate in the District Office
- Build a strong relationship with a District Office Home Stretch Champion
- Build Relationships with other Foster Care organisations
- Provide Up to Date information and advice about Home Stretch Services across the system.

Break down “Us/Them” perceptions by always focusing on young people

Awareness
From 15 Years

The Role of a Coordinator



Build Trust and Relationships with District Office Leadership

- Visit each district office on a regular rotation
- Establish protocols for Transition Coaches hot desking
- Manage Expectations and Demand for Transition Coach time

Check in with District Champions around health of relationships between teams.

Liaise with other Home Stretch services and Leaving Care Providers

Respond to enquiries about referral criteria and process

Awareness
From 15 Years

Touchpoints and Tools

Home Stretch Flyer for Young People

Staying On Guide for Carers and Young People

Home Stretch Explainer Video

Other Resources made by the Community of Practice



Awareness
From 17 Years

Co-locating to Building Trust

Why would we want to co-locate in a District Office?

What would we need to be mindful of?

Awareness

From 17 Years

Case Study 1

You are spending the afternoon in one of the meeting rooms in district office, completing some paperwork and catching up with one of the case managers to do some joint planning around working together with a young person.

Simon is a child protection worker who works for a care team in a metro district office, he comes up to you and tells you that he has a foster carer who needs the Staying On subsidy paid or they will kick out a young person.

He hands you a completed Staying On application form and says he will document that he has completed the referral and authorised the subsidy.

Awareness

From 17 Years

Working Together With A District

Emerging Ideas

Consider a 'By Name List' Approach to ensuring young people eligible and whether they have be offered to find out more about Home Stretch.

Targeted Group Info Sessions/Yarning Circle for Specific Cohorts

- Young People in Regional Areas
- Aboriginal Families
- Foster and Family Carers with CSO Agencies

Referral
From 17 Years

Supporting Warm Referrals

Referrals occur in discrete stages

Stage I

- Connecting Eligible Young People with Home Stretch

Allocation

- Referrals are allocated by coordinator to balance case loads and meet needs of young people

Stage II

- Young People are Supported to Make an Informed Choice

Referral

From 17 Years

Supporting A Smooth Transition

The Smooth Transition Pathway has been co-designed and developed to ensure;

- A warm handover between child protection and Home Stretch
- Avoidance of any unnecessary administrative burden on a District Office
- There are no shocks or surprises about the service offer
- Carers are involved and consulted
- Information shared at referral is contemporary and relevant.
- An **informed choice** is made by the young person at a developmentally appropriate time



Referral
From 17 Years

Stage I – Referral Form

Child Protection Leads/Home Stretch Supports

Stage I

When a young person reaches 17 or anytime after, their case manager [or another district office staff member] will offer them the choice to be referred to Home Stretch.

With the young persons consent, basic information is recorded on the Home Stretch Referral form and sent to the Home Stretch Coordinator

The Stage I Form is standardised across metro and located on the Department of Communities internal SharePoint Site

Completed by a Young Persons Case Manager or the District Home Stretch Champion

Young Person is aged between 17 and 21.

Young Person is provided the Home Stretch Flyer and Home Stretch Video Links

Minimum Verbal Consent before referral is accepted.

Weekly Allocation/Response to Referrer

Home Stretch WA - Metro Referral Form – Stage I

Young People living in the Perth Metro Area must give consent before this form is sent to a local Home Stretch WA service provider.

☐ **Salvation Army (Metro)** TBC ☐ **Wanslea (Peel/Rockingham)** homestretch@wanslea.org.au ☐ **Yorganop (Aboriginal)** referrals.homestretch@yorganop.org.au

REFERRAL		Date	
Has the Young person agreed to this referral to Home Stretch?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Would the young person prefer an Aboriginal Service Provider?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Young person is currently engaged with Leaving Care Services?		<input type="checkbox"/> Yes - tick agency	<input type="checkbox"/> No
<input type="checkbox"/> Salvation Army <input type="checkbox"/> Wanslea <input type="checkbox"/> Mission Australia <input type="checkbox"/> Other -			
YOUNG PERSON'S DETAILS			
First Name		Last Name	
Preferred Name		Identified Gender	
Country of Birth	<input type="checkbox"/> Australia <input type="checkbox"/> Other	Date of Birth	Age
Cultural Identity	<input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> CALD <input type="checkbox"/> Aboriginal or Other Language Group - pls specify:		
Current Living Arrangement	<input type="checkbox"/> Family or Significant Other care <input type="checkbox"/> Crisis/Temporary Accommodation <input type="checkbox"/> Independent Living/House Share <input type="checkbox"/> Biological parent/s or Unendorsed placement <input type="checkbox"/> Residential Care <input type="checkbox"/> Couch Surfing/Transient <input type="checkbox"/> Agency Foster Care <input type="checkbox"/> Other		
Any Children?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Are the children in their care?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the young person eligible to Stay On to 21 with a carer in a placement?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, who currently supports the foster carer?		Key Contact:	
What level of support was identified in the most recent Needs Assessment Tool? (NATS 1-5)			
Is the young person eligible or linked to the NDIS?		<input type="checkbox"/> Yes <input type="checkbox"/> Referral Considered <input type="checkbox"/> No	
What is the current frequency of support needed?		<input type="checkbox"/> Less than weekly <input type="checkbox"/> Weekly on average <input type="checkbox"/> Multiple appointments per week	
What level of support might the young person need? (Refer to Table 1. Support Needs Rating and current frequency of support needed)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	

Enough information to help a Home Stretch WA provider allocate to a coach.

Not so much information that a screening assessment is undertaken.

Designed to be quick and prevent bottlenecks at an administrative level.

Home Stretch WA - Metro Referral Form – Stage I

CHILD PROTECTION/KEY CONTACT DETAILS - Who can best support a smooth transition?

Key Contact	<input type="text"/>	Position Title	<input type="text"/>
District Office	<input type="text"/>	Address	<input type="text"/>
Phone	<input type="text"/>	Email	<input type="text"/>
Team Leader	<input type="text"/>	Email	<input type="text"/>

ANY OTHER RELEVANT INFORMATION TO ASSIST WITH TRANSITION COACH ALLOCATION

(preferred gender of coach, Aboriginal community of origin, details about carer, risk issues for staff, current living arrangement, location, urgent or critical issues & support needs)

Would the young person and their support circle prefer an Aboriginal Transition Coach to introduce them to Yorganop?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Would the young person prefer a male or female transition coach for cultural reasons?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

TABLE 1. Support Needs Rating Based on Experiences of Care

Low	Moderate	High
Experienced stability and continuity in their living arrangements	Experienced some instability, movement and disruption in their placements	Experienced multiple placements, and little continuity or stability in placements
Experienced consistent relationships and a secure attachment relationship with a caregiver	Experienced inconsistent relationships and attachments, likely to disengage from child protection at times	Significant disruption in relationships throughout their lives, and a limited connection to trusted adults
Completed schooling, or participating in ongoing education, training or employment	Experienced barriers to engagement and success in education and training while in care with few/no qualifications	Lived through significant adverse childhood experiences, and complex trauma before coming into, or whilst in care

OFFICE USE ONLY

☐ Young person added to Intake Register

Outcome from Application (please tick whether referral has been accepted or not & outcome)

<input type="checkbox"/> Referral Accepted	<input type="checkbox"/> Discuss & allocate case to: <input type="text"/>	<input type="checkbox"/> Allocation email sent to Coach & Child Protection Worker
<input type="checkbox"/> Referral Not Accepted	<input type="checkbox"/> Discuss case & exclusion criteria with ADD/Team Leader	<input type="checkbox"/> Advised of reason for decision in writing by email

Referral
From 17 Years

Allocation

Prior to Allocation Meeting

- Stage I Referrals are Screened for Eligibility by Coordinator
- Additional Information is only sought to complete gaps in the form, or if there are issues with eligibility [NDIS]
- Details Recorded into Intake Tracking Database by the Coordinator [or delegate] for discussion at next Allocation Meeting

*Coordinator Supports and Monitors Transition Coaches workloads to keep a balanced case load [40% low needs 40% moderate needs 20% high needs]

Referral
From 17 Years

Allocation Meeting - Weekly

- All new referrals are briefly presented and discussed for allocation
- Young People are allocated to most appropriate coach [consider support needs, gender, cultural identity, location relevant to coach]
- Young People with High Support Needs or Multiple Weekly Appointments are allocated a Secondary Coach
- Young People in Foster/Family Care Arrangements are also allocated to the Staying On Facilitator
- *Coordinator Supports and Monitors Transition Coaches workloads to keep a balanced case load [40% low needs 40% moderate needs 20% high needs]

Referral
From 17 Years

Stage II – Informed Choice

Home Stretch Leads/Child Protection Supports

Stage II – 6 Week Follow Up

The allocated Transition Coach contacts the person nominated in the Stage I form and collects enough information to understand how best to connect with the young person.

This might be the young person directly.

Additional information may be collected by the coach from the young person's support circle that can be used to plan an individualised info session. This is guided by and recorded in the Stage II Form.

Child Protection Staff may wish to complete the Stage II form in writing rather than over the phone.

*The Stage II Form does not need to be completed in its entirety, though provides a useful resource to plan for engagement and continuity in supports.

Additional information is collected by the coach from the young persons support circle.

The purpose of collecting this information is to understand how best to connect with a young person.

The Stage II Form will begin some early screening of risk and support needs.

It is not a screening assessment.

Referral Stage II Form



Awareness and Informed Choice

The Transition Coach collects information from the individual best placed to support a smooth transition. It supports the plan to engage and connect the young person with the Home Stretch WA Offer and allow them to make an informed choice about the service.

This section can be completed via phone call, in person or via email to relevant worker.

YOUNG PERSON'S DETAILS			
First Name	<input type="text"/>	Last Name	<input type="text"/>
Preferred Name	<input type="text"/>		
Cultural Identity	<input type="checkbox"/> Aboriginal <input type="checkbox"/> Torres Strait Islander <input type="checkbox"/> Belong to another cultural group - pls specify: <input type="text"/>		
Street Address, Suburb & Postcode	<input type="text"/>		
Are there any outreach safety concerns?	<input type="checkbox"/> Yes - pls specify: <input type="text"/> <input type="checkbox"/> No		
Phone 1	<input type="text"/>	Phone's owner	<input type="text"/>
Phone 2	<input type="text"/>	Phone's owner	<input type="text"/>
Alternative Contact (email/messenger)	<input type="text"/>		
Information provided to the young person about Home Stretch WA	<input type="text"/>		
HEALTH/DISABILITY			
Any medical issues or physical, cognitive, developmental or mental health challenges?			
<input type="checkbox"/> Yes - pls detail below <input type="checkbox"/> No Name of the condition/s, informal/formal diagnosis: <input type="text"/>			
Is there an NDIS Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
NDIS service or person supporting them?	<input type="checkbox"/> Yes - pls detail below <input type="checkbox"/> No		
Name of Person &/or Agency: <input type="text"/>			
Address: <input type="text"/>			
Email: <input type="text"/>			
EDUCATION/EMPLOYMENT			
<input type="checkbox"/> Studying Full time <input type="checkbox"/> Studying part-time <input type="checkbox"/> Completing a short course			
<input type="checkbox"/> Not in education <input type="checkbox"/> Working full time <input type="checkbox"/> Working part-time			
<input type="checkbox"/> Working casually <input type="checkbox"/> Not currently employed <input type="checkbox"/> Other: <input type="text"/>			
Current education level completed?	<input type="text"/>		

For young people eligible for Staying On

The Transition Coach and the Staying On facilitator work together to ensure the young persons family/carer is included.



INCOME SOURCE

☐ Youth Allowance ☐ Parenting Payment ☐ Employment
☐ Other: Amount per fortnight \$

SAFETY

Any safety issues through the people they are associated with? i.e. family, friends, partner

☐ Yes – pls provide details ☐ No
 Details:

CURRENT LIVING ARRANGEMENT & CARER/S OR SIGNIFICANT FAMILY MEMBER DETAILS

If the young person is living with a carer or significant family member, are they aware of and supportive of the referral?

☐ Yes ☐ No ☐ NA

Carer/Family Member	<input type="text"/>	Relationship	<input type="text"/>
Email	<input type="text"/>	Phone	<input type="text"/>

FOSTER PLACEMENT DETAILS (If applicable)

Address

How long have they been living in the placement?

How many people in the living arrangement?

Are there other young people or children in the placement?

☐ Yes – pls provide details ☐ No
 How many, ages & relationship to young person:

Are there any other supports involved for the carer or significant family member?

☐ Yes – pls provide details ☐ No
 Details:

Does the young person have a WWCC? ☐ Yes ☐ No

Are there any concerns with the young person Staying On in this living arrangement?

☐ Yes – pls provide details ☐ No
 Details:

FOSTER CARE AGENCY DETAILS

Agency Name	<input type="text"/>	Worker's Name	<input type="text"/>
Address	<input type="text"/>		
Email	<input type="text"/>	Phone	<input type="text"/>

For young people with a Public Trustee or Advocate:

It is important that they are included in the process and decision making.

Home Stretch WA has a range of financial supports and its important to understand the limits a young person might have on decision making around finances.



TRANSITION PLAN FOR CARER SUPPORTS

What would be the best way to introduce and transition support to the Home Stretch WA Staying On Facilitator? (i.e. best location to meet, times, dates, joint sessions, key people)

CURRENT SUPPORT NEEDS OR AREAS OF CONCERN

Are there any living arrangement issues or concerns which require additional support, or may affect the Staying On Agreement (i.e. conflict, siblings in care, AOD, NDIS support, health, financial)

DETAILS OF OTHER SUPPORTS (If applicable)

Agency	Worker's Name	Phone

RELEVANT BACKGROUND

PUBLIC TRUSTEE / PUBLIC ADVOCATE (If applicable)

Young person is involved with the ☐ Public Trustee ☐ Public Advocate

Worker's Name		Phone	
Address		Email	

YOUNG PERSON'S CHILDREN/DEPENDENTS (If applicable)

Name	Age	Date of Birth

YOUNG PERSON'S LEAVING CARE PLANNING

Current leaving care plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	Leaving care meeting scheduled
Current cultural plan	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	<input type="checkbox"/> Yes - Date: <input type="checkbox"/> No <input type="checkbox"/> NA
Independent Youth Allowance application	<input type="checkbox"/> Yes <input type="checkbox"/> No	Current Criminal Injuries Compensation Claim
Priority Housing Referral	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes - pls detail below <input type="checkbox"/> No
District	Housing Zone	Priority Listing <input type="checkbox"/> Yes <input type="checkbox"/> No

ENGAGEMENT PLAN

What would be the best way to introduce the young person/family/carer to a Home Stretch WA Transition Coach (i.e. best location to meet, times, dates, joint sessions, key people)

MOST PRESSING ISSUES OR GOALS

Are there matters that require a quick response? (i.e. risk of homelessness, justice issues, up-coming deadlines for opportunities, current goals & engagement - employment, study, hobbies/interests)

The purpose of Stage II is to establish a culture of working together around the needs of the young person.

It should allow you to understand a young person's support circle, and how you can work with them.

If during Stage II you discover information that identifies a young person might be at immediate risk, or have significant challenges.

This should be taken back to the Coordinator and the Allocation Meeting



OFFICE USE ONLY
<input type="checkbox"/> Referral Form Stage II completed by Home Stretch WA Transition Coach or discussed with Key Worker
<input type="checkbox"/> Engagement plan established & meeting booked to complete service offer & sign up
<input type="checkbox"/> Engagement plan established with relevant Placement Officer/CSO Foster Carer Agency, Staying On Facilitator to complete Staying On Agreement meeting (if applicable)
KEY RESOURCES/DOCUMENTS
<input type="checkbox"/> Home Stretch WA Flyer - Fact Sheet - Young People
<input type="checkbox"/> Staying On – Guide for Carers and Young People
<input type="checkbox"/> Home Stretch WA – Smooth Transition - Explainer Video
<input type="checkbox"/> Home Stretch WA – Protocols for Transition Coach and Case Worker- Working Together
OUTCOME FROM REFERRAL FORM STAGE II
YOUNG PERSON ACCEPTS HOME STRETCH WA OFFER
<input type="checkbox"/> Referral Form - Stage I & II reviewed and completed with young person as appropriate
<input type="checkbox"/> Young person signs Consent to Obtain and Store Records Form
<input type="checkbox"/> Young person signs Consent to Participate & Collect Information Form
<input type="checkbox"/> Young person signs Provider Release of Information Form
<input type="checkbox"/> Email sent to Child Protection worker, Team Leader, Placement Officer/CSO Foster Care Agency, Home Stretch WA Coordinator to advise of sign up
<input type="checkbox"/> Email sent to relevant Leaving Care Provider (if applicable) to advise of sign up
<input type="checkbox"/> Meeting booked to establish Onboarding & Working Together Protocols
<input type="checkbox"/> Meeting booked for Staying On Agreement (if applicable)
YOUNG PERSON DOES NOT ACCEPT HOME STRETCH WA OFFER
<input type="checkbox"/> Email sent to Child Protection Worker, Placement Officer/CSO Foster Care Agency, and Home Stretch WA Coordinator to advise of outcome

Choice
From 17 Years

Information Session or Yarning Circle

- Flexible and Individualised
- Keep it Practical and Simple “What Home Stretch can offer you”
- Engage and Involve Support Circle from the start
- Young Person Makes the Choice – When they are ready
- Personalised Videos for hard to engage

Choice
From 17 Years

Information Session or Yarning Circle

What pressures might be placed on young people to agree to Home Stretch?

How can you ensure that their decision is an informed choice?

Information Session Activity

Working in small groups with one of the Trial Coaches, using the Home Stretch Explainer Video and the Home Stretch Flyer

Develop and Rehearse your own Home Stretch Pitch.

Keep it simple, sharp and direct.

Try to keep the pitch under 5 minutes each, this is about providing your understanding after building the professional relationship, show your understanding of the program.

What if they say No?

Young people can decline the Home Stretch WA service offer.

They should be provided with information about how to reconnect either directly or through a district office in the future.

If they haven't responded within the 6 week period, then the referral is typically closed and everyone is informed of the pathway to reconnect.

Informed Consent

Young people aren't active with Home Stretch until they have signed the consent forms.



Onboarding

From 17 ½ Years

Working Together Under 18

From 17 ½ the Transition Coach works together with the young persons case manager to warmly transfer support across to the Home Stretch provider by the young person's 18th birthday.

The young person is still in statutory care, but the principles and practices of Home Stretch begin to inform the support provided.

The Transition Coach supports leaving care planning activities with a view to take over primary support after 18.

Continuity in Housing, Education and Support are a primary focus.

Onboarding

After 17 1/2

Working Together

There are a range of tools and forms in Smooth Transition to support you to work with young people

Smooth Transition Protocols for Transition Coach & Case Worker Working Together Protocols



Who is the guide for?

The guide is to support both a Transition Coach and a Child Protection Worker to understand how best to approach working together. It can also be used to help explain to a young person and their support circles how things work during the working together period from 17 1/2 and 18 years of age.

Working together occurs once a young person has made an informed choice to be part of Home Stretch WA and completed the Consent to Participate form with the Transition Coach they are going to be working with.

The guide is a work in progress and is updated by the Home Stretch WA CoP District Office Working Group. If you have ideas or suggestions please contact Andrew.Katimila@anglicarewa.org.au or Colleen.Hollicommonies@wa.gov.au or speak to the Home Stretch WA Champion in your district office.

How might a Home Stretch WA Transition Coach and a Child Protection Worker support a young person to smoothly transition into the Home Stretch WA service?

A smooth transition happens when the Home Stretch WA Transition Coach and the Child Protection Worker have a clear understanding of how to work effectively together, maintain open and transparent communication, and have trust in each other as they work towards the goals of the young person.

Ideally this handover happens gradually and over an agreed time period, with attention to the psychological safety needs of the young person as they build trust with a new support person in their life. This period also allows the young person time to experience a positive end to their relationship with Child Protection Workers who may have played a significant role in their life over many years.

Young people who are referred at the age of 17 (Stage one referral via the District) begin working with a Transition Coach at 17 1/2 while they are still in statutory care and under the guardianship of the Department of Communities and a Child Protection Worker.

For young people who return to a district office and Opt-in to Home Stretch WA after 18, the transition period may be much shorter and the capacity of the Child Protection Worker to work collaboratively with a Transition Coach may be significantly, if not completely, restricted to the referral process. Districts that have employed a Post Care Support Care would have greater capacity to support these transitions.

How to Smooth Transition Working Together timeline

Use the Leaving Care Task Sheet checklists and Leaving Care Plan to allocate tasks appropriate for your young person into the following roles and timeline: Case Manager/District, Work Together and Transition Coach



Month 1 Date:	Month 2 Date:	Month 3 Date:
Case Manager/District		
Work Together		
Transition Coach		

SP1-002 Home Stretch WA - Smooth Transition - Working Together Resource Planning Timeline V1.0 Review Date: 01/09/27 Page 1 of 2

Home Stretch WA Onboarding Checklist



Onboarding, Working Together & Transition Coaching

The young person has consented to working with Home Stretch WA.

This section is about building trust and providing a smooth handover of support, identifying working together plans, roles and responsibilities and what is important to the young person.

This can include providing information on support available through the Home Stretch Offer.

Below is a checklist of useful documents and guides for Transition Coaching and some prompting questions for discussion.

- ☐ Smooth Transition Protocols for Transition Coach and Case Worker- Working Together
- ☐ Smooth Transition - Working Together Resource Planning Guidelines
- ☐ Home Stretch WA - Practice Guide- Transition Coaching- Stages

WAYS OF WORKING TOGETHER

(Suggestions of best meeting location, times, dates, joint sessions, key people- how often will we meet? What happens if we don't hear from each other? How will we communicate (Phone, email, text, messenger)

PRESSING ISSUES OR GOALS

Are there any matters that require a quick response?

WORKING TOGETHER PLAN

Onboarding

From 18 Years

Working Together Over 18

Young people who have already left care may not have anyone who knows them at the District Office

There are very limited dedicated resources available to Districts to support young people after 18.

Good relationships with Districts will help you collect the information and knowledge you need to pick up on things that need to be continued or finished.

What does it mean to be engaged?

In Pairs – 10 minutes

Think about a person in your life (preferably not a family member)

Someone who you have learned to trust, or has been someone who has helped you.

What was about that person, or the situation, or how they behaved that helped you to trust them.



Why might a young person be 'difficult' to engage?





Natural relationships are built slowly over time

Is there a possibility for this in the system we work within?

How might we create an engagement plan using the resources we have available?