



Northern Territory Early Intervention Youth Boot Camp (EIYBC)

# 2016 Program Guidelines



## Using this Document

This document is provided to assist preferred EIYBC Program providers and referral agencies understand the EIYBC Program and its implementation.

1. The **Program Overview, Logic** and **Theory** detail the rationale and underpinnings of the EIYBC Program. This section is designed for a wide audience, and readers are encouraged to familiarise themselves with this information, however, detailed understanding is likely to be gained over increased familiarity with the program.
2. The **Program Implementation Flowchart** (and the phases sitting beneath this section) provide the operational detail of the program implementation, from marketing to the exit point. It is the most important section of the document. The key deliverables of the program are summarised in the section **Program Benchmarks**.
3. The **Templates** provide key documentation mapped to the program implementation phases.
4. **Appendix A** is provided to assist EIYBC Program Facilitators understand the integration of assessment and case planning documentation, to support a cohesive pre-, during and post-camp process.
5. **Appendix B** is provided to assist in program marketing, and the **Tailoring to Context** section briefly summarises program implementation for different contingencies.

The NT Government contracted Ivan Raymond and Sean Lappin, from Connected Self Pty Ltd, to develop these guidelines with review and consultation provided by representatives from NT Government and the preferred providers. These guidelines have been developed to support the implementation of a consistent, high quality and therapeutically-informed EIYBC program. The guidelines remain the property of the NT Government. Where stated, the ownership of individual assessment measures is retained by the developing author. Any views or opinions presented in these guidelines are solely those of the NT Government and do not necessarily represent those of Ivan Raymond or Sean Lappin.

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## Program Overview

The Northern Territory (NT) is faced with a range of unique challenges in the prevention and management of youth crime. Specifically, the overrepresentation of Indigenous young people within the youth justice system requires culturally specific and innovative crime prevention strategies.

Successive NT Governments have sought to use intensive wilderness experiences within a crime prevention strategy. While early programs demonstrated promise, their lack of integration within the youth justice system and their fragmented post-care support raised doubts regarding the sustainability of outcomes and cost-effectiveness. This was highlighted in an evaluation conducted by Connected Self in 2010/11 and captured within the Review of Northern Territory Juvenile Justice System (report released in October 2011).

The current NT Government is seeking to improve territory wide crime prevention outcomes by targeting young people (male and females aged between 12 and 17) who present with a range of family, forensic and social risk factors that place them at high risk of becoming involved in the youth and adult correctional systems. Following an initial trialling, a full-scale implementation of the Early Intervention Youth Boot Camp (EIYBC) program was implemented in 2014. Unlike previous youth camp programs, significant resources and time have been spent in articulating a clear logic for this program's implementation, as well as developing a set of program guidelines to ensure that EIYBC service providers deliver the intervention in a consistent, high quality and effective manner.

The EIYBC program has bold but clearly articulated medium to long-term outcomes which include: reduced offending, reduced substance use and at-risk behaviour; increased educational and vocational engagement; improved cultural connectedness and identity; and enhanced health and wellbeing.

In order to deliver these medium to long-term outcomes, each EIYBC service provider has been consulted to build their capacity to identify and target the specific short-term outcomes that predict these longer-term outcomes. Each provider has had to articulate a clearly defined program model and practice approach with the explicit intent to cultivate an individual young person's:

1. Insight or awareness of the consequences and impact of their choices, their patterns of behaviour, cultural identity and practices, and personal capacity.
2. Skill expression related to self-control, problem solving, impulse control, assertiveness, managing anger and emotions, communication and team skills, and consequential thinking.
3. Mindset or the way a young person thinks about authority, their cultural identity, their capacity and self-worth, their willingness to change and their self-efficacy.

In order to deliver these outcomes, each EIYBC program includes a range of program components informed by other Australian boot camp interventions and best-practice therapeutic approaches as well as an earlier evaluation of the Northern Territory Youth Camp Intervention Strategy. Unlike traditional boot camps, which are founded upon processes of compliance, authority and submission, each EIYBC service provider has been funded to deliver their program upon a therapeutic framework based upon the processes of validation, curiosity and coaching.

A feature of the EIYBC program is that young people are taken to a wilderness environment where avoidant behavioural patterns are challenged. That is, young people are exposed to a range of rules, routines and difficult challenges where aggressive, withdrawn and avoidance coping responses are elicited. Through the containment provided by the wilderness environment, these behaviours are challenged through a validating and safe dialogue, and young people are supported to develop increased insight about themselves and their choices,

as well as being coached to develop alternative coping responses. The program involves firm and consistent rules, which are reinforced and shaped by fair and natural consequences, which collectively, have the purpose of building young people's awareness and capacity to manage societal norms and expectations. Consequences are applied to build capacity, as opposed to punish or force compliance in young people.

Within this remote environment, young people have access to intensive and safe adult relationships which engage them in curious and reflective discussions aimed at supporting the young people build self-awareness, and reappraise their life, attitudes and decisions. The program staff individually tailor their communication to the specific needs and strengths of the young people with the view of building specific areas of awareness, skills and prosocial thinking associated with future resilience, positive risk taking and healthy life engagement.

EIYBC program providers are required to articulate and implement a culturally safe practice approach, which involves relationships and experiences which support young people to develop a positive and proud cultural identity.

Young people are also exposed to a range of prosocial cultural mentors and authority figures (e.g., police, ambulance officers, cultural elders) which require them to place trust in adults and re-evaluate their attitudes towards authority figures.

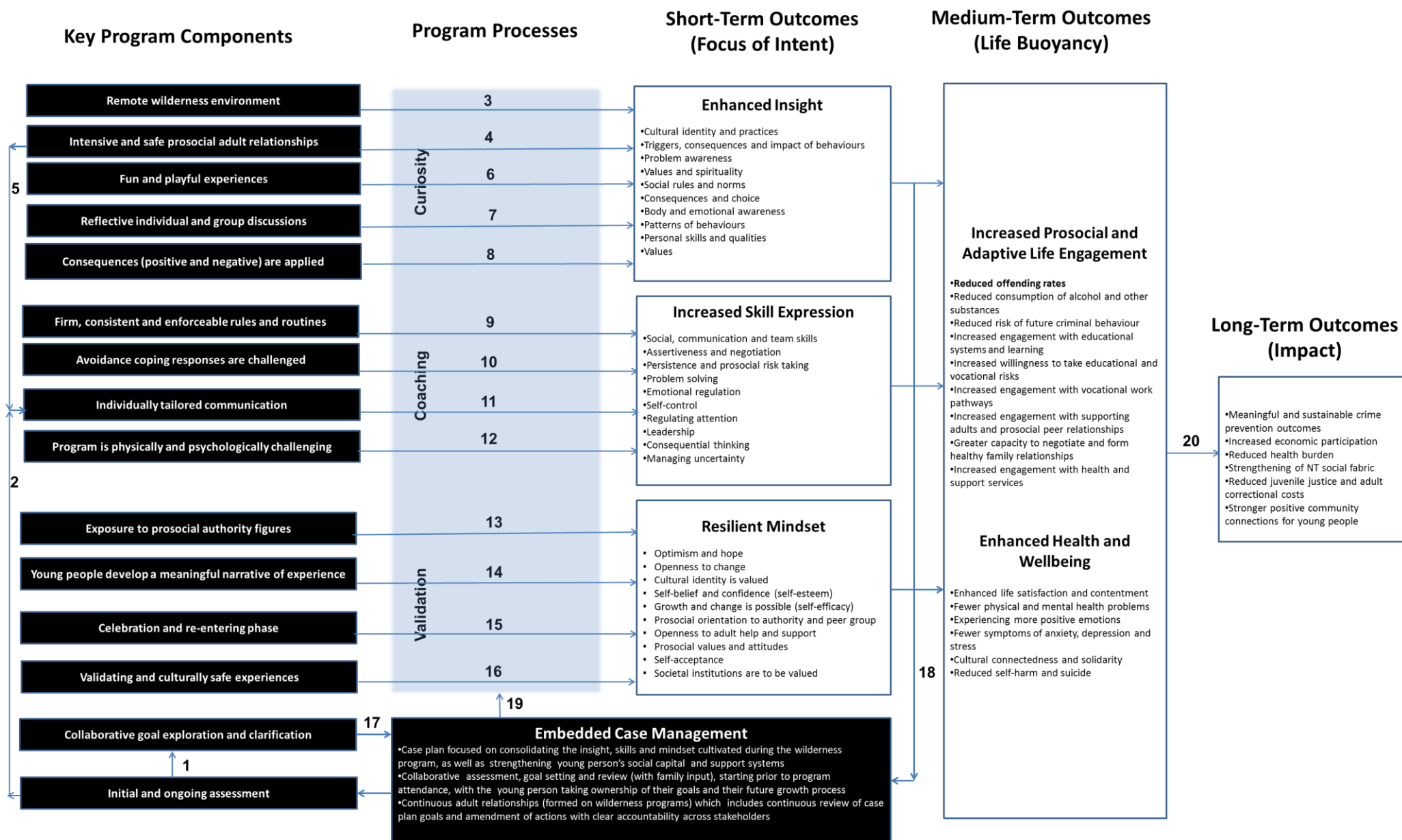
Importantly each EIYBC program is difficult and challenging in its own right; where the wilderness component is experienced by young people as personally meaningful. Through program completion, and magnified through a post-camp celebration, young people's self-esteem and worth is cultivated, and a mindset is cultivated in the young people that they have the capacity to be agents of positive change in their own lives.

Unlike previous youth camp programs, the EIYBC program has a strong focus on consolidating program outcomes through an embedded and wrap-around case management intervention. The research provides strong support that intensive wilderness programs have been found to increase young people's willingness to contemplate and engage in prosocial changes. However, the longevity of this change process has been questioned. The EIYBC program has been designed to empower and challenge young people to be agents of growth and change. That is, instead of young people seeing themselves as victims of circumstances or life events, the EIYBC program, in a safe and supporting way, challenges them to consider change in a positive way, and be active in the goal setting process. Young people are supported and coached to develop prosocial goals for their future, as well as develop actions and plans to achieve these goals. Following the completion of the intensive wilderness program, the young people are supported by adults who mentor, and coach them to continually reflect upon and action their goals, and search for other supportive adults (family, school etc) who can support them within the goal setting and actioning process.

In short, the EIYBC program is a targeted intervention designed for young people who are at risk of future long-term offending. By offering an intensive wilderness experience which builds insight and skills capacity, young people also develop the mindset that they can be agents of growth or change in their lives. The follow-up and embedded case management program is designed to consolidate this growth and mindset, and coach young people to articulate and action their own prosocial goals with the support of others in a manner that is integrated in the system supporting the young person.



# EIYBC Program Logic



## EIYBC Program Theory

Program theory is a method to articulate and explain the relationships between program processes and outcomes. The NT Government is committed to the design, implementation and evaluation of the EIYBC Program being grounded upon a conceptually sound program logic and theory. The following narrative captures the EIYBC Program theory (pertaining to both the intensive wilderness program component and case management intervention) and should be read in conjunction with the aforementioned conceptual diagram (numbers refer to diagram).

- 1 At the point of initial referral, an assessment tool is completed tapping the young person's strengths and needs (against the selection criteria) and the assessment domains are mapped against the case plan which informs the longitudinal case management intervention. A continuous assessment and review cycle occurs throughout both the intensive wilderness program and case management intervention. This is used to inform and guide the collaborative goal exploration and clarification cycle occurring between the young persons and the program facilitator (or case worker). The young person takes ownership of the goal setting process, and responsibility for the implementation and actioning of goals (with support from adults/systems).
- 2 The initial assessment supports program staff to individually tailor their relationship exchanges (to specific needs and strengths) with young people during the wilderness component of the EIYBC program.
- 3 The remote wilderness environment engages young people in a novel experience that evokes curiosity; providing a catalyst for insight development. Through the constraint of the wilderness setting where avoidance coping responses are not supported, alternative coping skills are coached, shaped and positively reinforced. Furthermore, through the relationship exchanges with program staff, young people receive positive validation and feedback in the acquisition of adaptive coping responses.
- 4 During the wilderness experience, young people have access to high levels of support from safe, consistent and prosocial adult relationships (2 staff to 5 participants, or as articulated within a documented risk management plan). It is through these relationships that young people are exposed to communication that (1) evokes curiosity and builds insight, (2) coaches adaptive skill development, and (3) provides validation and feedback to cultivate resilient thinking processes (or mindset) and behaviours.
- 5 Program facilitators individually tailor their relationship exchanges and communication to each young person's specific needs and strengths, as guided by the initial assessment.
- 6 Through fun and play, curiosity and insight development is cultivated. When play and fun occurs between young people and adults, young people receive high levels of validation that they are worthwhile and valued (cultivating a positive self-esteem or mindset). Through such experiences, young people develop a positive and prosocial mindset of adults and adult relationships.
- 7 The application of reflective and curious communication by program staff (occurring at the individual and group level) are essential processes for young people to develop increased insight about themselves (including actions, goals and consequences), others, their world, their future and life in general. This communication is non-shaming in nature, but uses open dialogue to support young people to reflect on their behaviour, thoughts and actions (e.g., an adult saying: "I noticed that you yelled at Johnny, I wonder what that was about").

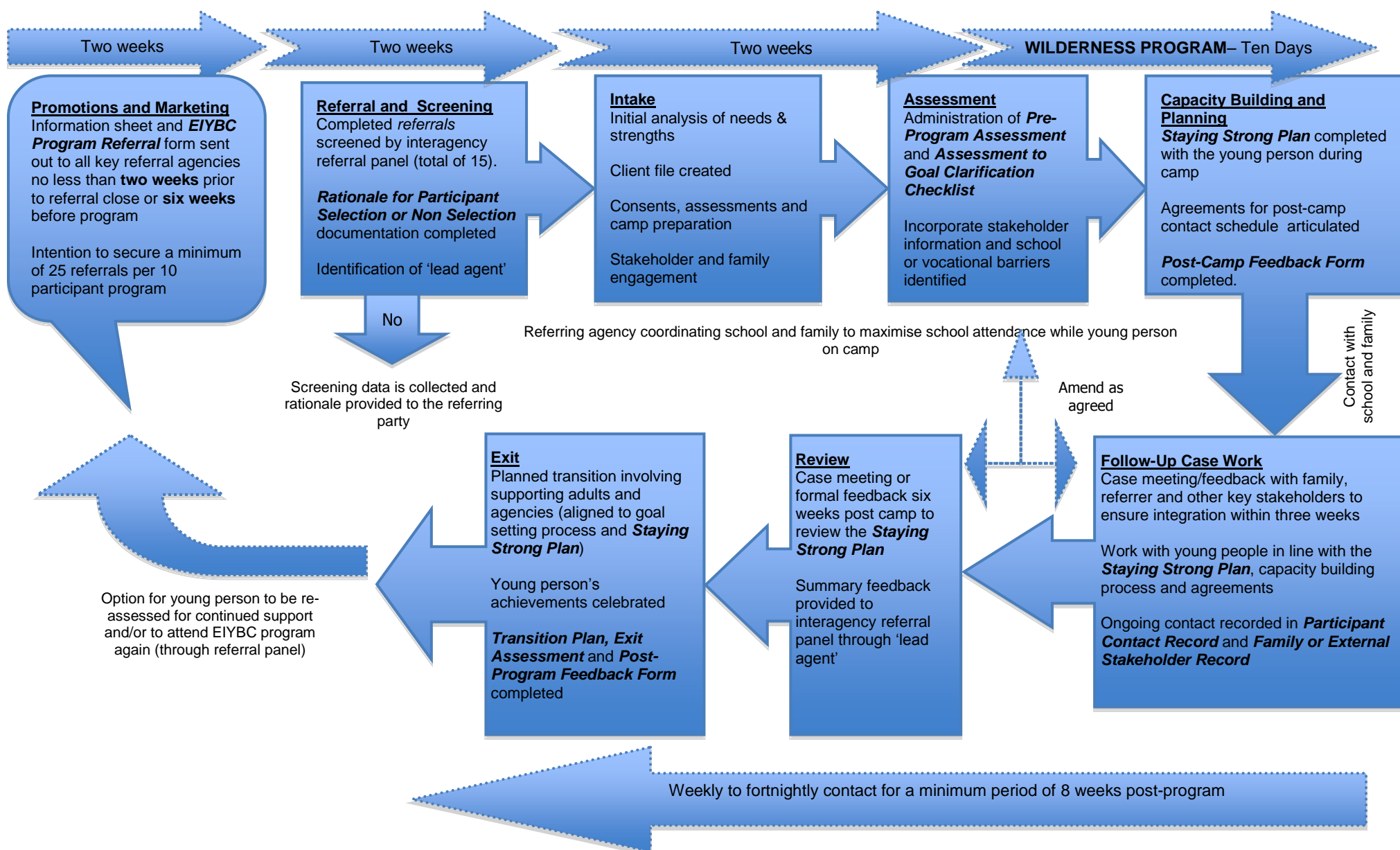
- 8 The use of fair, natural, safe and logical consequences (both positive and negative) remains an essential component of the EIYBC Program. When the consequences are delivered in a non-shaming and fair manner, with high levels of adult support and validation, young people develop increased insight about the nature and impact of their choices, and build their skill capacity for consequential thinking (ability to think through choice and consequence).
- 9 Firm, consistent and enforceable rules and routines are an important mechanism to build young people's insight into the nature and value of social norms (and consequences of actions). When rules are delivered with high levels of adult support, validation and applying a coaching dialogue, the opportunity is provided for young people to build their skill capacity for self-control, consequential thinking, persistence, problem solving and emotional regulation.
- 10 An over reliance on avoidance-coping responses (e.g., aggression, withdrawal) remains a significant barrier to young people positively engaging with school, teachers, family, prosocial peers and community. The remote wilderness environment provides an opportunity to naturally contain and challenge avoidance, and through adult relationships applying validating, curious and coaching communication, young people develop the insight, skills and mindset underpinning adaptive coping responses.
11. Program facilitators individually tailor their relationship exchanges and communication with young people to build insight, skill development and shape a positive mindset. These exchanges are informed by both the assessment process and the specific outcomes of the program. Communication exchanges should involve scripts and language based upon curiosity, coaching and validation.
12. The wilderness program is challenging in terms of length, composition or nature to provide experiences and adult coaching opportunities for young people to develop skills in self-control, persistence, emotional regulation, problem solving and positive risk taking (etc). Through the completion of challenging experiences, young people experience a sense of validation which positively shapes their mindset, or how they see themselves (self-esteem) and personal capacity (self-efficacy).
13. Positive, playful and supportive exposure to prosocial authority figures (e.g., meaningful cultural figures, police officers, ambulance officers, teachers, military) during the wilderness program builds a positive mindset to adult relationships and authority, as well as cultivating respect for elders, authority and culture.
14. Young people develop a meaningful and positive narrative of the wilderness experience which represents a validating memory and metaphor for growth, positive life engagement and success.
15. At the completion of the wilderness program, young people receive validation and feedback from important adult figures that celebrates and acknowledges their wilderness journey and achievements, and this validates a positive mindset attached to personal worth (self-esteem) and capacity (self-efficacy).
16. During the wilderness experience young people are exposed to and explore personally meaningful and prosocial cultural experiences and relationships which validates a positive and proud cultural identity (or mindset). These are culturally safe in that they are matched and tailored to a young person's particular cultural heritage.
17. The wilderness program is a catalyst to build young people's insight and awareness of their problems, the consequences of their choices/actions and through this process, increase a young person's responsiveness to engaging in future change behaviour. The exploration and clarification of future goals, occurring in a collaborative (validating and curious) manner between young people and program staff, remains an important feature of the wilderness program, as well as the



embedded case management intervention. The young people are empowered to take ownership and responsibility for their future goals and growth.

18. The intensive wilderness component of the EIYBC Program has a catalytic effect in building insight, skill capacity and shaping a positive/resilient mindset in young people. However, the consolidation and generalisation of these qualities back into the young person's home environment is a central outcome of the EIYBC program. The translation of these short-term outcomes to increased positive life engagement (reduced offending, increased educational engagement etc.) and wellbeing outcomes is dependent on young people having access to validating and responsive adult relationships and support systems. The case management intervention has a central focus on strengthening young people's social capital (e.g., positive supportive relationships) and support systems (engagement with education etc). This is guided by a case plan formulated at the conclusion of the wilderness experience, and reviewed through a cycle of collaborative assessment and goal setting which is integrated across other relevant service systems (e.g., Diversion, Child Protection and Education). Relationships formed during the wilderness program should extend through the case management intervention.
19. Within the case management intervention supporting adults continue to individually tailor relationship discussions and communication to young people with the intent to build and consolidate insight, skill expression and positive mindset development (informed by the young person's specific needs, as well as the specific outcomes of the EIYBC Program).
20. Through the consolidation and generalisation of the insight, skills and mindset cultivated through the wilderness experience, occurring both through the case management intervention, as well as the strengthening of young people's social capital and support systems, the full impact of the EIYBC Program is possible, and longer-term outcomes are delivered.

## Program Implementation Flowchart



## Promotions and Marketing

### **Objective**

The success of the EIYBC program is dependent upon the recruitment of approximately 25 young people that fit the inclusion criteria to ensure that a final and targeted participant group of 15 young people are eligible to attend each program, with a final group of 10 young people actually participating in the program (allowing for attrition of potential participants through the Referral and Intake phases).

### **Guidelines**

The promotions and marketing phase is actively enacted at least six weeks before the start of the first program. Prior to this active marketing, the following two steps occur:

1. A marketing flyer and/or information sheet is developed by the service provider (in collaboration with the NT Government), which includes the dates of upcoming EIYBC programs (within the nominated year).
2. A marketing and engagement strategy is developed between individual service provider and NT Government, delineating the:
  - a. Roles and responsibilities of service provider and NT Government within the marketing and engagement strategy.
  - b. The agencies to be engaged within the marketing phase.
  - c. The marketing and promotional tools to be applied.

During the active marketing phase, the following steps occur:

3. An electronic and hardcopy information sheet and ***EIYBC Program Referral*** document is forwarded to all referral agencies (as identified within step 2.b) and as per the plan identified within step 2.a
4. The therapeutic change process underpinning the EIYBC Program is also marketed to key family members and stakeholders. Appendix B provides a narrative of the change process that can be applied and modified by preferred providers.
5. Referral documentation is returned and collated by the service provider.

## Referral and Screening

### Objective

EIYBC program outcomes are maximised when the program targets young people that meet the specified inclusion criteria and participant groups are matched on the basis of their needs, personality and peer relationships. Sector engagement and trust in the EIYBC program is enhanced when the referral and screening of referrals is conducted in an independent and transparent manner.

### Guidelines

The referral and screening phase is finalised two weeks before the start of the EIYBC program. This includes the following steps (at a minimum):

1. For each EIYBC program, an interagency referral panel is convened with at least a representative from the service provider, Department of Correctional Services (NT Government), a sectorial body or agency (e.g., CAYJ), Family Responsibility Centre (NT Government) and school/education department or agency representatives as identified between the NT Government and the service provider. An independent chairperson is appointed by the NT Government, in consultation with the service provider. At least one member of the panel has significant cultural expertise to bring to the decision making process.
2. Referral documentation is collated by the service provider and provided to panel members no less than three days prior to the panel being convened.
3. The terms of reference of the panel are as follows:
  - a. For each EIYBC program, the panel is to identify 10 young people (and an additional 5 back-ups) that fit the selection criteria; with due consideration given to matching participant needs and achieving viable group dynamics.
  - b. The referral panel reviews each **EIYBC Program Referral** and the document **Rationale for Participant Selection or Non Selection** is completed for each referral.
  - c. The panel has a role to review each participant against the inclusion and exclusion criteria, as well as matching young people for group dynamics and needs.
  - d. The panel receives historical offending and contact with police data related to all referred participants from NT police. Where a participant is referred, but with no historical data related to contact with police or offending, the panel seeks additional information to ensure the participant is mapped to the target cohort.
  - e. The EIYBC program is open to male and female young people aged from 12 to 17 years of age.
  - f. Inclusion criteria include young people exhibiting three or more of the following factors:
    - i. Early family/parental conflict
    - ii. Poor parental supervision and discipline
    - iii. Commencement of association with peer group with anti-social attitudes
    - iv. Early involvement with alcohol or drug use
    - v. Family members involved in the criminal justice system/condoning antisocial attitudes or criminal behaviours

- vi. History of maltreatment, family abuse or neglect
  - vii. Recent disengagement from education, training and/or employment or at immediate risk of disengagement
  - viii. Anti-social behaviour (including disturbance of the peace and trespassing)
- g. The exclusion criteria include young people presenting with one or more of the following factors:
- i. Young people who are not willing to attend the program
  - ii. History of sexual offences against children/peers
  - iii. Extreme violence and aggression against others
  - iv. Active and severe suicidal ideation and/or self-harm
  - v. Severe mental health issues (e.g., psychosis)
  - vi. Severe substance use dependence (e.g., addiction requiring a closely managed detox)
  - vii. Homelessness (where there is no identified placement or supporting adult figure in the post-camp period)
  - viii. The camp being used as a substitute for an alternative care placement
  - ix. Severe cognitive or social impairment which impacts on a young person's personal or emotional safety within a wilderness environment and/or group program (e.g., severe and functionally impairing FASD or autism spectrum disorder symptoms)
- h. The panel must ensure that, where practical, participants are matched with similar participants, with the purpose of achieving viable group dynamics, as well as ensuring the program is therapeutically beneficial for all participants. The following factors need to be considered:
- i. The mix and matching of participants that present with personality features of being "bullies" versus "victims"
  - ii. The cross contamination of young people with severe behavioural problems (e.g., negative life or offending histories) with young people with fewer or less engrained risk factors
  - iii. Cultural and gender mix
  - iv. Previous offending histories of young people (e.g., where young people have offended with peers also referred to the program)
- i. The service provider is responsible for communicating the outcome (acceptance or non-acceptance) of the referral to the young person, their family and the referral agency. This is to be articulated on the ***Rationale for Participant Selection or Non Selection*** documentation and is to be kept on the case file.
- j. For each participant selected for an EIYBC Program, the panel is to identify a "lead agency" (primary case management agency) and/or point of contact within the interagency referral panel and this is to be communicated to the service provider.
4. For young people not selected for a program, the ***EIYBC Program Referral*** and ***Rationale for Participant Selection or Non Selection*** forms are to be centrally collated by the service provider and available for review by NT Government, upon request.



## Intake

### **Objective**

The EIYBC program integrates an intensive wilderness program with an embedded case management intervention. The intake process is a preparation phase for both components of the program.

### **Guidelines**

The intake process is initiated at the point when the EIYBC participant list is finalised through the interagency referral panel. It includes the following steps (at a minimum):

1. A case file is initiated for all young people identified by the referral panel. The Checklist for Key EIYBC Program Benchmarks is to be placed on the file.
2. The service provider (or their contracted case management agent) disseminates the guardian consent forms and information sheets to all participants.
3. Medical processes, as per individual service provider's policies and procedures, are completed during this period.
4. The service provider (or their contracted case management agent) identifies key stakeholders (e.g., education, community members) and family members who have important roles both during (e.g., negotiating a re-entry for school while the young person is on camp) and following the wilderness camp.
5. The service provider (or their contracted case management agent) makes contact with the young person's family (prior to the wilderness program) and explains the aims and processes of the program, as well as the mechanisms by which they can support the young person when they return. This contact is recorded on the **Family or External Stakeholder Contact Record** and is stored in the case file.
6. The service provider (or their contracted case management agent) is responsible for ensuring that all young people have all required equipment (boots, warm clothes etc) for the wilderness program.
7. All program and case management staff review the **EIYBC Program Referral** for individual young people and formulate a pre-program plan for communication and wilderness program activities, with the purpose of providing an individually targeted intervention.

## Assessment

### Objective

A core process of the EIYBC program is the individually tailoring of adult communication, program activities and case management to the specific needs and context of young people. Targeted assessment which is aligned to the goals of the EIYBC program and embedded management intervention is foundational to the success of the program.

### Guidelines

The assessment process is an extension of the intake process and occurs intensively throughout the wilderness program. This assessment process includes the following components (at a minimum):

1. The service provider (or their contracted case management agent) liaise with the young person's school, family or key stakeholder and identify any barriers to young people engaging with meaningful education or vocational support in the immediate post-wilderness camp phase. Where barriers exist (e.g., school are not willing or prepared for the young person), a dedicated person or agency (e.g., service provider, referral agency) takes lead responsibility to advocate for the removal of barriers in the post-camp period. This contact process (including identification of lead agency responsibility) is recorded on the **Family or External Stakeholder Contact Record** and is stored in the case file.
2. All young people are requested to complete the **Pre-Program Assessment** in the period 2 weeks before wilderness program start up until and inclusive of day 2 of the wilderness program. While the assessment is voluntary, service providers (or their contracted case management agent) are requested to support and encourage young people to undertake this assessment. Question items can be read to young people and gently reframed where required. The completed assessment is to be stored in the case file. The integration of the assessment tools into practice is articulated in Appendix A.
3. The service provider completes the **Assessment to Goal Clarification Checklist** prior to the cessation of the wilderness program. This checklist is completed from observations of young people, background referral documents (including **EIYBC Program Referral**) and liaison with family and stakeholders. This checklist is to be stored in the case file. **This assessment tool is not to be completed by young people, but instead, by case workers and program facilitators.**
4. A copy of the assessment data (including the **EIYBC Program Referral** and **Pre Program Assessment**) is stored securely and centrally by the service provider.

## Capacity Building and Planning

### Objective

A core process of the EIYBC program is working alongside young people to build their capacity for future resilience, as well as supporting them to clarify and develop prosocial goals for their future. In terms of the latter, a foundational intent of the case management intervention is to work alongside the young people with their families and external stakeholders, to ensure these goals are being supported by adults and agencies in the young people's lives, as well as continuing the capacity building process. The clarification, planning and actioning of goals are captured within the planning phase of the EIYBC program.

### Guidelines

While the capacity building and planning phase occurs throughout the EIYBC program, it is most intensive during the wilderness camp. Important components of this phase include:

1. In an individually tailored manner, program staff apply validating, curious and coaching communication to support young people to develop increased insight, skill expression and positive mindset associated with future resilience and prosocial role exploration. Program staff are encouraged to use the **Assessment to Goal Clarification Checklist** as a tool to support them to individually tailor their communication. Please note this is a tool that is informed by the observation of program staff, and their understanding of the young person's situation, and should not be used as a questionnaire for young people.
2. Program staff apply validating and curious communication to support young people to review their choices (past and future), and explore/reconsider new future goals. Program facilitators are encouraged to consider and apply creative processes to support young people engage in goal reflection and planning. Two example **Goal Motivation and Clarification Tools** are provided in the guidelines.
3. The information from the goal review and clarification process is captured and documented in the **Staying Strong Plan**<sup>1</sup> which is completed at the end of the wilderness program. Where possible, this is to occur in collaboration between the young people and program staff. Program staff are encouraged to support the young people to consider all domains captured in the plan, and to identify at least 3-4 goals across the entire plan. Program staff are encouraged to work alongside young people to identify external supporting relationships that can support young people in the clarification and actioning of their goals. Additional goals and actions should be articulated in the plan by the case worker, with the consideration given to the **Assessment to Goal Clarification Checklist**.
4. It is acknowledged that a young person's literacy levels may impact on the utility of the goal setting process. Where this occurs, the **Staying Strong Plan** should still be completed by program staff (for recording on the case file). However, a creative or personally meaningful capturing of the plan may occur collaboratively with the young person (e.g., through music, video clips, songs etc). **The most important thing is that young people own "goals", as opposed to having to own the entire Staying Strong Plan.** Summarising the plan to the young person in a way that they can keep and reflect upon is likely to be useful (see **Goal Card**, page 36).

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<sup>1</sup> This name of this plan can be changed to match the program model of the individual service provider. The plan can be modified or changed in consultation with NT Government.

5. Young people's achievements are to be acknowledged at the point of leaving the wilderness program, and the young person is to leave the program with a personally meaningful way to reflect upon their achievements post-program.
6. Young people leave the program with a copy of their goals and if appropriate, the Staying Strong Plan. A copy of both is to be placed in the young person's case file.

## Follow-Up Case Work

### Objective

A core process of the EIYBC program is to consolidate any psychological or behavioural growth that has occurred during the wilderness camp through a case management follow-up intervention. A foundational intent of the case management intervention is work alongside the young person, their family and external stakeholders to ensure the goals identified in the **Staying Strong Plan** are being supported by adults and agencies in the young person's life, as well as continuing the capacity building process.

### Guidelines

The follow-up case management intervention continues at least three months following the completion of the wilderness program. This intervention includes both an intensive and then a consolidating phase. The intensive phase starts immediately post-camp for approximately 3 weeks and includes the following (at a minimum):

1. Within one week of the wilderness camp, the service provider (or their contracted case management agent) has follow-up contact with a significant family member to summarise the young person's achievements during the wilderness program, as well as help the family understand how they can support the young person work towards their goals or actions within the **Staying Strong Plan** (within confines of a young person's consent). This is documented within the case file (**Family or External Stakeholder Contact Record**).
2. Weekly contact (phone or face-to-face) occurs between the service provider (or their contracted case management agent) and young person to cue and support them to maintain the contact schedule as identified in the **Staying Strong Plan**. This is documented in the **Participant Contact Record**.
3. Within three weeks of the wilderness camp, the service provider (or their contracted case management agent) has follow-up contact with at least two key stakeholders to summarise the young person's achievements during the wilderness program, as well as identify collaborative plans to support the young person work towards their goals or actions within the **Staying Strong Plan** (within confines of young person's consent). This follow-up contact will also identify the stakeholders (e.g., agencies or practitioners) and strategies to support the young person's family (post-camp).
4. Within three weeks of the wilderness camp, the service provider (or their contracted case management agent) provides a detailed written update to the referral agency and panel using the **EIYBC Post-Camp Feedback Form**. This update summarises the young person's achievements during the wilderness program, as well as identifying collaborative plans to support the young person (and their family) in working towards the goals or actions within the **Staying Strong Plan** (within confines of young person's consent).

The consolidating phase extends from the intensive phase until the exit point (3-month period). This includes the following features.

5. In an individually tailored manner, the service provider (or their contracted case management agent) applies validating, curious and coaching communication to support young people to develop increased insight, skill expression and positive mindset associated with future resilience and prosocial role exploration. Program staff are encouraged to use the **Assessment to Goal Clarification Checklist** to individually tailor their communication to young people. The integration of the assessment tools into practice is articulated in Appendix A.



6. Weekly to fortnightly contact (phone or face-to-face) occurs between the service provider (or their contracted case management agent) and young person to cue and support the young person consider and implement the goals and actions identified in the ***Staying Strong Plan***. The case worker applies creative processes to assess goal motivation and to clarify future goals (example tools are provided in ***Goal Motivation and Clarification Tools***). The most important outcome is that the young person owns their own goals, as opposed to having to own the ***Staying Strong Plan***. While the later is desirable, it is not essential. The ***Staying Strong Plan*** is designed to capture the goals, as well as the intent of the case work practice. Summarising the plan to the young person in a way that they can keep and reflect upon is likely to be useful (see Goal Card, page 36).

## Review

### Objective

An important aspect of any longitudinal or case management intervention is the review function. This provides an opportunity to re-assess goals, progress, barriers and opportunities with the view to refine and strengthen future intervention.

### Guidelines

The minimum review process is as follows:

1. During all follow-up communication between the service provider (or their contracted case management agent) and the young person, an informal review of the **Staying Strong Plan** and goals/actions and commitments is conducted. This is documented in the **Participant Contact Record**. The case worker applies creative processes to assess goal motivation and to clarify future goals (example tools are provided in **Goal Motivation and Clarification Tools**). The most important outcome is that the young person owns their own goals, as opposed to having to own the **Staying Strong Plan**. While the latter is desirable, it is not essential. Summarising the plan to the young person in a way that they can keep and reflect upon is likely to be useful (see Goal Card, page 36).
2. The service provider (or their contracted case management agent) is encouraged to review the **Assessment to Goal Clarification Checklist** as a mechanism to refine future communication to the specific needs and strengths of a young person. The integration of the assessment tools into practice is articulated in Appendix A.
3. Approximately six weeks post-camp, a formal review of the **Staying Strong Plan** occurs between young person (and their family) and service provider (or their contracted case management agent), and a new plan is written and provided to the young person (where appropriate). This plan is summarised to the young person in a way that they can keep and reflect upon (see Goal Card, page 36).
4. The service provider (or their contracted case management agent) provides verbal or written feedback to the nominated delegate of the interagency referral panel as well as the “lead agent” in the young person’s (or family’s) life.
5. Where appropriate, a case conference is arranged between significant family members and stakeholders in a young person’s life, where the young person’s goals or actions within the **Staying Strong Plan** are embedded within the broader case management thinking and planning (where appropriate). A transition and exiting strategy is discussed and planned at this point.
6. Following the review process, additional assessment work may be recommended (which further informs the case management process).

## Exit

### Objective

To maximise the effectiveness of the EIYBC program, a planned transition and exit from the EIYBC program is conducted. The focus of this transition is to identify supporting adults and agencies that can work side-by-side with young people in extending the goal setting and case management process.

### Guidelines

The minimum time for exiting a young person from the EIYBC program is 3 months post wilderness camp. The exit process includes the following (at a minimum).

1. A transition plan meeting is conducted between the service provider (or their contracted case management agent) and young person (and family/stakeholders) at the 3-month camp anniversary. A **Transition Plan** is written which identifies the future goals, helping relationships, actions and barriers for the young person in the following 12 months.
2. **The EIYBC Program Exit Feedback Form** is completed and provided to the referral agency and referral panel.
3. At this point, the young person's achievements are celebrated and validated.
4. All young people are requested to complete the **Exit Assessment** at this point. While the assessment is voluntary, service providers (or their contracted case management agent) are requested to support and encourage young people to undertake this assessment. Question items can be read to young people, and gently reframed where required. The integration of the assessment tools into practice is articulated in Appendix A.
5. The service provider contacts supporting adults and agencies that can work side-by-side with the young person in extending the goal setting process, or supporting the implementation of the goals.
6. Where clear rationale has been provided in the case file, the opportunity is provided for young people to continue to receive a case management service from the service provider (or their contracted case management agent). When this occurs, the review processes (e.g., review of **Staying Strong Plan**) should occur on a 6-weekly cycle, and the **Transition Plan** is completed at the point of service completion.
7. Re-referral to the EIYBC program only occurs through the identified referral and screening process.

## Program Benchmarks

The EIYBC program has the following benchmarks.

Domain	Benchmark	Comments
<b>Case files</b>	Case files are set up for 100% of young people where a referral is accepted to attend an EIYBC program.  The <b>Checklist of Key EIYBC Program Benchmarks</b> is to be attached and completed on all case files.	All case files are to remain the legal property of the service provider. However, the NT Government reserves the right to access these files on request.
<b>EIYBC program referral</b>	Referral documentation is to be completed and submitted for 100% of young people referred to an EIYBC program.	
<b>Rationale for Participant Selection or Non Selection</b>	Rationale for <b>Participant Selection or Non-Selection</b> documentation is to be completed for 100% of young people referred to an EIYBC program.	When a young person is selected to attend the program, the rationale for participant selection or non-selection documentation is to be placed in the case file. When the young person has not been selected to attend the program, the rationale for participant selection or non-selection documentation is to be stapled to the <b>EIYBC Program Referral</b> documentation and centrally collated by the service provider.
<b>Pre-Program Assessment</b>	All young people attending an EIYBC program are requested to complete the <b>Pre-Program Assessment</b> before Day 2 of the wilderness camp.	Where a young person has not provided their consent to complete this assessment, this should be acknowledged in the young person's case file. This assessment is to be placed in the case file.
<b>Assessment to Goal Clarification Checklist</b>	This checklist should be completed by the end of the wilderness program for 100% of young people attending an EIYBC program.	This assessment document is to be placed in the case file.

<p><b>Staying Strong Plan</b></p>	<p>The <b><i>Staying Strong Plan</i></b> is to be finalised by the end of the wilderness program for 100% of young people attending an EIYBC program.</p> <p>Young people's achievements are to be acknowledged at the point of leaving the wilderness program, and the young person is to leave the program with a personally meaningful way to reflect upon their achievements post-program.</p> <p>All young people have a record of their goals when leaving the camp (e.g., <b><i>Goal Card</i></b>, page 36)</p>	<p>A copy of this document is to be provided to the young person (where appropriate), while a duplicate is to be placed in the case file.</p>
<p><b>Participant Contact Record</b></p>	<p>At least 8 attempted or completed contacts are made with each young person attending an EIYBC program in the 3-month post-camp period.</p> <p>At least one participant contact is to be made in the week following the completion of the wilderness program (with a focus on educational or vocational engagement in the post-camp period).</p>	<p>All contact records are to be placed in the case file.</p>
<p><b>Family and Stakeholder Contact Record</b></p>	<p>Prior to the wilderness program, at least one completed contact is made with both an external family member and stakeholder to assess the presence of barriers to educational or vocational engagement in the post-camp period, as well ensure that both stakeholders and family members understand the aims and processes of the EIYBC program.</p> <p>At least one contact is made with a significant stakeholder in the week following the completion of the wilderness program, with a focus on school/educational or vocational engagement.</p> <p>At least five completed contacts are made with a significant family member or stakeholder (or stakeholders) between the finalisation of wilderness program and program exit point.</p> <p>The <b><i>EIYBC Program Post-Camp Feedback Form</i></b> is to be completed on all young people and provided to the referral agency, referral panel and NT Government within 3 weeks of the wilderness camp.</p>	<p>All contact records are to be placed in the case file.</p>



<p><b>Review of Staying Strong Plan</b></p>	<p>The <b><i>Staying Strong Plan</i></b> is formally reviewed at least once during the post-camp period for 80% of young people attending an EIYBC program.</p> <p>All young people where the <b><i>Staying Strong Plan</i></b> is reviewed and are provided a record of their goals (e.g., <b><i>Goal Card</i></b>, page 36)</p>	<p>A copy of this plan to be provided to the young person (where appropriate), while a duplicate is to be placed on the young person's case file.</p> <p>Where a young person is not able to be engaged or contacted during the 3-month follow-up period, this should be acknowledged within the case file.</p>
<p><b>Transition Plan, Exit Assessment and Referral Agency Feedback</b></p>	<p>The <b><i>Exit Assessment</i></b> and <b><i>Transition Plan</i></b> are completed for 70% of young people attending an EIYBC Program.</p> <p><b><i>The EIYBC Program Exit Form</i></b> is to be completed on all young people and provided to the referral agency, referral panel and NT Government at the 3 month anniversary of the completion of the wilderness camp.</p>	<p>Where a young person has not provided their consent to complete the <b><i>Exit Assessment</i></b>, this should be acknowledged in the young person's case file. This assessment is to be placed in the case file.</p> <p>A copy of <b><i>Transition Plan</i></b> is to be provided to the young person (where appropriate), while a duplicate is to be placed in the young person's case file.</p>

## Tailoring Program to Context

These program guidelines are provided to assist in the delivery of a high quality, consistent (strong program integrity) and best-practice youth program. Furthermore, they are provided to articulate the quality and program integrity benchmarks of the NT Government. It is acknowledged, however, that there are a wide range of contingencies and client/program factors that cannot be addressed within such guidelines. The following narrative is thereby provided.

### ***Young People Outside of Case Management Geographical Area***

Where young people are regularly referred outside the case management geographical area (e.g., Katherine, Tennant Creek), the service provider is to identify a partner agency in the local area to support pre- and post-camp integration, with this formalised through a MOU reviewed and authorised by the NT Government.

Where this is not in place, and a young person enters the program outside of the service provider's geographical case management area, or the young person leaves the provider's geographical area within the 3-month period, the following guidelines apply:

1. The current guidelines are to be followed by the service provider (or their contracted case management agent).
2. Phone and/or electronic contact (as opposed to the face-to-face contact) is to be maintained with the young person and/or stakeholders (as per identified program benchmarks).
3. Where there is a stable and consistent adult in the young person's home environment, the service provider (or their contracted case management agent) can hand over the review and updating of the ***Staying Strong Plan*** during the 3-month case work period to this person. When this has occurred, the frequency of phone contact provided by the service provider (or their contracted case management agent) can reduce (with rationale provided in the case file). The service provider (or their contracted case management agent) makes all attempts to complete the ***Exit Plan*** and ***Exit Assessment*** with the young person at the 3-month exit point, and this is collated in the case file.

## Templates

The following templates (or close derivatives) are to be used by program facilitators, case workers and service providers within the EIYBC Program.<sup>2</sup>

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<sup>2</sup> Templates can be changed or modified by service providers in consultation with the NT Government.

## Checklist of Key EIYBC Program Benchmarks

Name of Young Person: ..... DOB: ...../...../..... Male / Female

Name of Guardian: ..... Telephone .....

Assigned Case Worker .....

Key Benchmark	Comments
Referral form received (date)	...../...../20.....
Rationale for Participant Selection or Non Selection Form completed	Yes / No
Selection or non selection feedback provided to referral agency (date)	...../...../20.....
Case file opened (date)	...../...../20.....
Guardian consent received	Yes / No
Pre-camp medical undertaken	Yes / No
Pre-program assessment completed (date)	...../...../20.....
Key post-program stakeholders mapped and identified	Yes / No
Barriers to post-camp reintegration with school etc identified	Yes / No
Assessment to Goal Clarification Checklist Completed (date)	...../...../20.....
Goal Motivation and Clarification processes applied during camp	Yes / No
Staying Strong Plan completed (date)	...../...../20.....
Young people have a record of their goals after camp (e.g., Goal Card)	Yes / No
Family contact in week following camp (date)	...../...../20.....
Stakeholder contact in week following camp (date)	...../...../20.....
Youth contact in week following camp (date)	...../...../20.....
Post-Camp Feedback Form provided to referral agency, referral panel and NT Government (date)	...../...../20.....
Weekly post-camp contact attempted with young person	Yes / No
Goal Motivation and Clarification processes applied post-camp	Yes / No
Young people have a record of their reviewed goals (e.g., Goal Card)	Yes / No
Weekly to fortnightly post-camp contact with family and stakeholders	Yes / No
Formal review of Staying Strong Plan six weeks post-camp (date)	...../...../20.....
Exit assessment completed with young person (date)	...../...../20.....
Exit meeting with young person, family and key stakeholders (date)	...../...../20.....
Transition Plan completed (date)	...../...../20.....
Post-Program Exit Feedback Form provided to referral agency, referral panel and NT Government (date)	...../...../20.....

## EIYBC Program Referral

### BACKGROUND DETAILS

SURNAME..... GIVEN NAMES.....

DOB ..... AGE..... SEX Male / Female

ADDRESS.....

SUBURB..... POST CODE .....

REFERRAL AGENCY .....

NAME OF PERSON MAKING REFERRAL.....

CONTACT NUMBER OF REFERRAL AGENCY.....

EMAIL ADDRESS.....

PARENT/CAREGIVER NAME ..... CONTACT NUMBER.....

DOES THE YOUNG PERSON IDENTIFY AS ABORIGINAL OR TORRES STRAIT ISLANDER? YES / NO

PLEASE SPECIFY ANY CULTURAL OR LIVING FACTORS THAT NEED TO BE CONSIDERED IN THE REFERRAL (E.G., CLAN, MOBILITY)?

.....

### SELECTION CONSIDERATIONS

Is there historical or current evidence of family and parental conflict?	Yes	No
Is the young person being raised in an environment of poor parental supervision and discipline?	Yes	No
Is there evidence that the young person is associating with a peer group with anti-social attitudes?	Yes	No
Has the young person used alcohol or drugs before the age of 14?	Yes	No
Are family members involved in the criminal justice system or condoning antisocial behaviours?	Yes	No
Is there a history of child maltreatment, neglect or child protection concerns?	Yes	No
Is there current offending or anti-social behaviour (including disturbing the peace and/or trespassing)?	Yes	No
Is the young person at risk of becoming disengaged from education, training or vocational work roles?	Yes	No
Is the young person homeless?	Yes	No
Is the young person suicidal or presenting with severe psychological problems (e.g., psychosis)?	Yes	No
Does this young person have a history of sexual offending?	Yes	No
Does this young person have a history of violent aggressive acts towards others?	Yes	No
Is there evidence of severe cognitive or social impairment (e.g. functionally impairing FASD/autism)?	Yes	No

### CURRENT SITUATION

**Please answer the following on the basis of your best judgement. In the past 4 weeks, on how many separate occasions has the young person:**

Used alcohol or drugs (or misused prescription medication)	0	1	2	3	4-9	10+
Participated in an organised sporting or community group activity	0	1	2	3	4-9	10+
Shared time with prosocial peers (outside of school/education/work)	0	1	2	3	4-9	10+
Broken the law or committed an offence	0	1	2	3	4-9	10+
Been verbally aggressive or violent towards another person	0	1	2	3	4-9	10+
Truanted or refused to attend school	0	1	2	3	4-9	10+
Witnessed or participated in family violence	0	1	2	3	4-9	10+
Been verbally or physically aggressive towards authority	0	1	2	3	4-9	10+



## STRENGTHS AND NEEDS

On the basis of your best judgement, please respond to the following statements that relate to your current observations and assessment of the young person being referred to the EIYBC Program.

### HEALTH AND WELLBEING

	Not at all		Somewhat		Very much so
Is willing to engage with supporting agencies to manage and improve their health	1	2	3	4	5
Has the knowledge and skills to manage their health and wellbeing	1	2	3	4	5
Struggles to regulate their feelings or emotions (anger, sadness, grief, anxiety)	1	2	3	4	5

### FAMILY AND COMMUNITY CONNECTIONS

	Not at all		Somewhat		Very much so
Is provided support by safe, stable and predictable family members	1	2	3	4	5
Has an identified community group which provides meaning and validation	1	2	3	4	5
Has ongoing contact to safe, predictable and prosocial adult relationships	1	2	3	4	5

### HEALTHY FRIENDSHIPS

	Not at all		Somewhat		Very much so
Has regular extended contact with one or more prosocial peers	1	2	3	4	5
Has the knowledge and skills to form healthy prosocial peer or adult relationships	1	2	3	4	5
Identifies strongly (e.g., idealises, looks up to) with anti-social peers or adults	1	2	3	4	5

### PROSOCIAL THINKING AND CHOICES

	Not at all		Somewhat		Very much so
Has positive attitudes to authority (e.g., teachers, police)	1	2	3	4	5
Can critically judge and review the consequences (positive and negative) of future decisions	1	2	3	4	5
Can consistently demonstrate self-control (manage impulses without reacting)	1	2	3	4	5

### ALCOHOL AND OTHER DRUGS

	Not at all		Somewhat		Very much so
Understands the consequences of alcohol and drug use	1	2	3	4	5
Can negotiate negative feeling states (anger, anxiety, grief) without using alcohol or drugs	1	2	3	4	5
Identifies strongly (e.g., idealises, looks up to) with peers or adults who use alcohol or drugs	1	2	3	4	5

### POSITIVE RISK TAKING

	Not at all		Somewhat		Very much so
Has the knowledge and skills to identify future goals and set actions for those goals	1	2	3	4	5
Has the knowledge and skills to express persistence and determination	1	2	3	4	5
Is willing to ask for help or support when undertaking an unfamiliar task	1	2	3	4	5

### IDENTITY AND CULTURE

	Not at all		Somewhat		Very much so
Is able to express a personally meaningful narrative of their family or cultural heritage	1	2	3	4	5
Has ongoing access to prosocial family/cultural mentors or leaders	1	2	3	4	5
Demonstrates pride in their cultural or family identity	1	2	3	4	5

### BOUNCE BACK THINKING AND BEHAVIOUR

	Not at all		Somewhat		Very much so
Has a hopeful or optimistic outlook to life	1	2	3	4	5
Demonstrates the skills and abilities to solve problems (problem solving ability)	1	2	3	4	5
Talks about themselves and their abilities in a generally positive and self-accepting manner	1	2	3	4	5

## RESPONSIVENESS TO CHANGE AND GOAL SETTING

	Not at all		Somewhat		Very much so
This young person has high levels of awareness of their problems impacting on their life	1	2	3	4	5
This young person is motivated to make changes in their life	1	2	3	4	5
This young person is willing to work alongside adults to set goals for their future	1	2	3	4	5
This young person sees the EIYBC program as an opportunity to make positive changes	1	2	3	4	5

## CONSULTATION WITH YOUNG PERSON, SCHOOL, FAMILY AND COMMUNITY

Please indicate the type of consultation that has occurred with young person, family & community in terms of this referral?

.....

.....

## Rationale for Participant Selection or Non Selection

### BACKGROUND DETAILS

SURNAME.....	GIVEN NAMES.....		
DOB .....	AGE.....	SEX	Male / Female
REFERRAL AGENCY .....			
NAME OF PERSON MAKING REFERRAL.....			
CONTACT NUMBER OF REFERRAL AGENCY.....			
EMAIL ADDRESS.....			

### SELECTION CONSIDERATIONS

Does the young person present with 3 of the 8 selection criteria?	Yes	No
Does the young person present with any of the exclusion criteria?	Yes	No
Has the young person been consulted about this referral?	Yes	No
Has the young person's family, community or school been consulted about this referral?	Yes	No

### EIYBC PROGRAM SUITABILITY AND REASONING

Is the young person a suitable referral for a future EIYBC Program?	Yes	No
---	-----	----

If no, please state the reasons why?

.....

.....

Under what conditions will a future referral be considered?

.....

.....

### UPCOMING PROGRAM SUITABILITY AND REASONING

Has the young person been allocated a position on an upcoming EIYBC program?	Yes	Waiting list	No
--	-----	--------------	----

If no, please state the reasons why?

.....

.....

When will there be a suitable match between young person and a future program?

.....

.....

Who is appointed as the "lead agency" in terms of this referral? .....

### COMMUNICATION

Domain	Person Responsible	Date of Finalisation
Feedback to referral agency about outcome		
Feedback to young person and family		
Notification of "lead agency" to service provider		

## Pre-Program Assessment

### Behaviour Change Questionnaire (BCQ)

Below is a list of behaviours which might be occurring in your life. Please circle the number which best sums up how this behaviour relates to you. Please circle only one number per each line.

Please give your answers on the basis of how things have been for you **over the last four weeks**. There are no right or wrong answers.

	I don't do this behaviour	I do this behaviour, but I don't see it as a problem	This is a problem for me, but I don't want to do anything about fixing it	I am thinking about making changes to fix this problem	I am doing things now to fix this problem
Wagging school	1	2	3	4	5
Refusing to attend school	1	2	3	4	5
Yelling at the teacher	1	2	3	4	5
Anger and aggression at school	1	2	3	4	5
Not following teacher's directions	1	2	3	4	5
Refusing to do work at school	1	2	3	4	5
Swearing at teachers	1	2	3	4	5
Drinking alcohol	1	2	3	4	5
Using drugs (e.g., marijuana)	1	2	3	4	5
Breaking the law (doing crime)	1	2	3	4	5
Roaming the streets after midnight	1	2	3	4	5
Bullying other young people	1	2	3	4	5
Looking for fights	1	2	3	4	5
Hurting family members	1	2	3	4	5
Anger and aggression at home	1	2	3	4	5
Wanting to hurt other people	1	2	3	4	5
Doing graffiti	1	2	3	4	5

## Assessment to Goal Clarification Checklist

Staying Strong Domain	Expression of Domain	Need versus Strength							Comments
		Need			Strength				
Health and wellbeing	Has accessed a General Practitioner in last 12 months								
	Has insight or awareness of healthy living and behaviours								
	Values their health and wellbeing								
	Has insight or awareness of mental health concepts (stress, anxiety, depression, sadness, grief)								
	Has insight or awareness of their own emotions or feeling states (e.g., fear, anxiety, anger, grief)								
	Has insight of local mental health and wellbeing agencies								
	Has insight into their own mental health and wellbeing								
	Has insight into safe sexual behaviour and practices								
	Can demonstrate self-control (stop and think) when under stress								
	Is willing to access helping or supportive relationships when experiencing negative (sadness, grief) emotions or feelings								
	Can verbalise their emotions								
	Has significant adults in their life that value health/wellbeing								
	Family and Community Connections	Has regular contact with one or more safe, stable and predictable family members							
Participates in organised and adult supported sports or community activities									
Regularly demonstrates assertive (not aggressive or passive) communication with family members									
Has insight or awareness of the consequences of negative family patterns or behaviours (e.g., domestic violence, alcohol abuse)									
Values family relationships and connectedness									
Can access a safe place within their community to receive support and validation									
Has an identified community of belonging									
Values community contribution and belonging									
Strong Friendships	Has regular contact with one or more prosocial peers								
	Does not identify with (e.g., idealise, look up to) criminal peers								
	Can demonstrate assertive skills or prosocial behaviour when influenced by negative peers								
	Has one or more identified friendships								
	Seeks out prosocial friendships								
	Is willing to explore and expand their social relationships								
	Has insight or awareness of the consequences (positive or negative) of associating with different peer groups								
	Can negotiate and compromise in friendships								
	Has insight or awareness of the perspective or thoughts/feelings of others								
Prosocial Thinking and Choice	Takes responsibility for decisions and actions								
	Values societal norms								
	Has balanced and generally positive attitudes to authority (police, teachers)								
	Does not seek to rationalise, minimise or verbally defend offending behaviour								
	Does not seek to rationalise, minimise or verbally defend aggressive or violent behaviour								
	Has insight into the consequences and impact of offending behaviour								
	Can understand and take the perspective of another person (empathy)								
	Can apply consequential thinking								
	Can inhibit impulses (impulse control)								
	Has a helpful mindset of adults and adult relationships								
	Positively identifies with peers that engage in prosocial decision making								

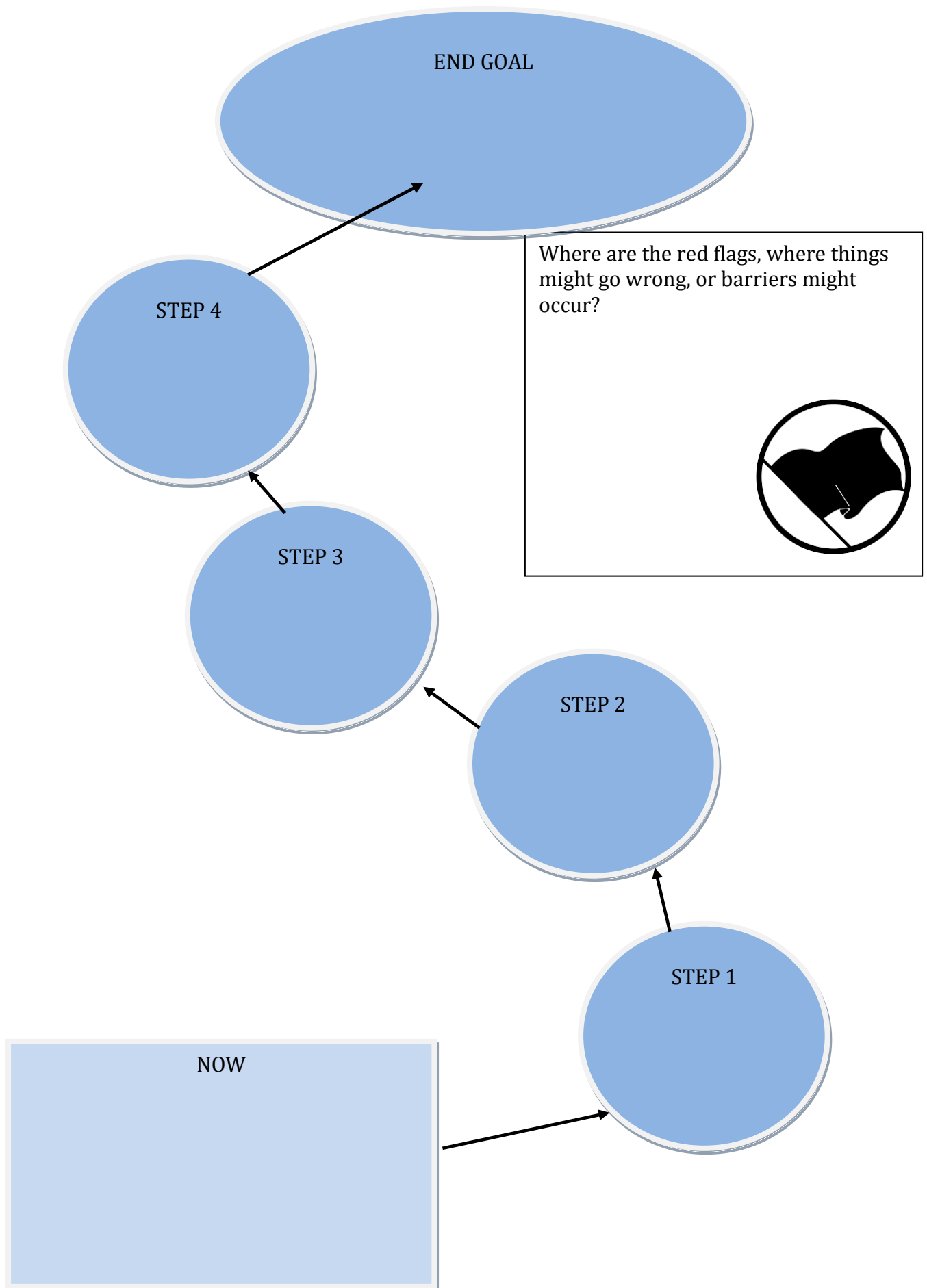
Staying Strong Domain	Expression of Domain	Need versus Strength							Comments
		Need			Strength				
Alcohol & Drugs	Has insight or awareness of the consequences (positive and negative) of alcohol and drug use								
	Has insight into healthy living choices and behaviours								
	Values their personal health and wellbeing								
	Has insight or awareness of the reasons why they use alcohol or drugs								
	Can manage negative feeling states (anger, anxiety, grief) without using alcohol or drugs								
	Has insight into local drug and alcohol support services								
	Has insight into the triggers of alcohol and drug use								
	Has insight into the potential role of alcohol and drugs in increasing at-risk or offending behaviour								
	Does not seek to rationalise, minimise or defend alcohol and drug use								
	Has peers who don't use or abuse alcohol or drugs								
Positive Risk Taking	Has insight or awareness into the avoidance strategies they might apply								
	Has insight or awareness into consequences of avoidance strategies								
	Attends school regularly								
	Is willing to attempt novel or new educational tasks at school								
	Is able to express persistence and determination								
	Can set goals and develop actions towards reaching those goals								
	Has insight or awareness of the process of goal setting								
	Has prosocial aspirations for the future								
	Is able to cope with uncertainty when trying new or novel tasks								
	Is willing to ask for help from supporting adults								
	Understands that failure or difficulty is a normal part of life								
	Talks to others (family, adults) about their aspirations/goals								
Has peers who are willing to take positive risks in life									
Identity and Culture	Has insight of their cultural or family heritage								
	Is not avoiding their cultural or family heritage because of feelings of shame or embarrassment								
	Has insight into how different people understand and express their cultural heritage								
	Can express a culturally meaningful skill or ability								
	Is able to construct a personally meaningful narrative of their cultural or family heritage								
	Has regular access to prosocial cultural mentors or leaders								
	Is proud of their cultural or family identity								
	Has ongoing access to supporting adult relationships that value their cultural heritage								
	Has peers who have a strong a positive cultural identity								
Bounce Back Thinking and Behaviour	Has a hopeful or optimistic outlook to life								
	Can consistently express problem solving skills (e.g., solve problems to new situations)								
	Can talk and think about themselves in a positive and realistic manner								
	Holds the mindset that positive future outcomes can be influenced by their efforts								
	Is willing to be persistent even when negative feelings or thoughts are surfacing								
	Can identify the opportunities for learning and growth when things do not go as planned								
	Has a generally positive view of themselves								
	Does not see themselves as a victim of circumstance or external events, but instead, as an agent of change								
	Has a self-accepting narrative of how they see themselves								
	Has peers which are generally resilient and have a positive outlook to life								
	Is willing to consider and make changes in their life								

## Goal Motivation and Clarification Tools (Examples Only)

Reflect upon your current drug use, which rung on the ladder are you at? What would it take to go to a higher rung?

I am finally doing some work on my drug use
I am making changes to address my drug use
I wish I had more ideas on how to deal with my drug use
I have a problem with drugs and I really think I should work at it
I might have problems with drug use, but I am not ready to change
I don't care about changing





## Goal Card (Example Only)

Staying Strong Goal	Why This Goal	Staying Strong Actions
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Staying Strong Goal	Why This Goal	Staying Strong Actions
<b>Attend school more</b>	I want to get a job and be able to buy my own car one way.	<ul style="list-style-type: none"> <li>• Don't make plans with friends on school day</li> <li>• Be ready when Aunty picks me up</li> <li>• I need to push myself</li> </ul>
<b>Be nicer to mum</b>	I want to be a nice person, and mum does not deserve to be hurt.	<ul style="list-style-type: none"> <li>• Don't yell in morning</li> <li>• Say thank you after meals</li> <li>• Pick up my clothes in bedroom</li> </ul>
<b>Reduce marijuana use</b>	I don't care about life when I smoke marijuana, and it makes me more paranoid.	<ul style="list-style-type: none"> <li>• Don't smoke before school</li> <li>• Don't go to Jimmy's house, but go and play sport instead</li> <li>• Talk to counsellor every week</li> </ul>

## Staying Strong Plan

Young Person's Name ..... Date of Birth ..... Case Worker (or Program Facilitator) .....

Date Attended Wilderness Program..... Dates of Previous Plan ..... Plan Version # .....

Date of Current Plan ..... Review Date .....

Staying Strong Domain	Case Work Goals	Youth Ownership of Goal					Helping Relationships	New Plans and Actions	Due Date
		None		Somewhat		Strong			
Health and Wellbeing									
Family and Community Connections									
Healthy Friendships									
Prosocial Thinking and Choice									
Alcohol and Other Drugs									
Positive Risk Taking (Education or work)									

Staying Strong Domain	Shared Goals	Youth Ownership of Goal					Helping Relationships	New Plans and Actions	Due Date
Identity and Culture		None	Somewhat	Strong					
Bounce Back Thinking and Behaviour									

### Weekly Timetable and Case Worker Contact Plan

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

### Case Work Intent

Over the forward period, the intent behind future contact with the young person, key stakeholders and family is to:.....

.....

.....

.....

The above plan has been discussed and shared with the following key supporting people:

Young person signature: .....

Date: .....

Family member signature:.....

Date: .....

.....

Date: .....

Case worker's signature:.....

Date: .....

## Participant Contact Record

Name of young person: .....

Date: ..... Name of case worker .....

### TYPE OF CONTACT ATTEMPTED

Phone	Face-To-Face	Electronic (e.g., Facebook)	Other.....
-------	--------------	-----------------------------	------------

### OUTCOME OF CONTACT

Young person did not attend scheduled contact	Contact occurred	Young person was not willing to engage	Contact was interrupted by third party	Young person could not be reached
Message left with family	Young person's contact details are incorrect	Young person was fully engaged in contact	Other.....	

### NATURE OF CONTACT

General conversation	Reviewed goals through conversation	Reviewed Staying Strong Plan	Updated Staying Strong Plan	Exit plan and final assessment
Activity based engagement	Discussed strategies for next three weeks	Transported to appointment	Meeting with young person & support person	Other.....

### CURRENT PROGRESS AND PRESENTATION

0 Disengaged from goal process	5	10 Engaged with goal process	Not able to be assessed
0 No progress towards goals	5	10 Strong and positive progress to goals	Not able to be assessed

Commentary

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### SUMMARY OF CONTACT AND OUTCOMES

Commentary

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### FUTURE CONTACT INTENT

Commentary (including dates of future contact)

.....

.....

Signature..... Date .....

## Family or External Stakeholder Contact Record

Name of young person: .....

Name of family member or stakeholders: .....

Date: ..... Name of case worker .....

TYPE OF CONTACT ATTEMPTED				
Phone	Face-to-face meeting	Case conference	Email	Other.....
OUTCOME OF CONTACT				
Meeting or contact cancelled	Contact occurred	Young person was not present during contact	Young person was present during contact	Contact occurred as planned
Message left	Contact details are incorrect	Young person was fully engaged in contact	Other.....	
NATURE OF CONTACT				
General progress update	Shared goals with young person's consent	Reviewed Staying Strong Plan	Updated Staying Strong Plan	Exit planning
Assessment interview	Discussed shared strategies	Assessing post-camp barriers	Meeting with other stakeholders	Other.....
CURRENT PROGRESS AND PRESENTATION				
<div> <div>0</div> <div>Family have limited understanding of young person's goals</div> <div>5</div> <div>Family have excellent understanding of young person's goals</div> <div>10</div> </div>				Not applicable
<div> <div>0</div> <div>Supporting stakeholders have limited understanding of young person's goals</div> <div>5</div> <div>Supporting stakeholders have an excellent understanding of young person's goals</div> <div>10</div> </div>				Not applicable
Commentary ..... ..... ..... .....				
SUMMARY OF CONTACT AND OUTCOMES				
Commentary ..... ..... ..... ..... ..... .....				
FUTURE CONTACT INTENT				
Commentary ..... ..... .....				

Signature..... Date .....



## EIYBC Program Post-Camp Feedback Form

Name of Young Person: ..... DOB: ...../...../..... Male / Female

Dates of Camp: .....

Names of Camp Facilitators .....

Assigned Case Worker ..... Date: ...../...../20.....

### Observations during camp (including behaviour, levels of engagement, positive achievements).

.....

.....

.....

.....

### Future goals and actions identified by young person during camp (as summarised from Staying Strong Plan)

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.....

### Intent of case work support over next 3-months (as summarised from Staying Strong Plan)

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### Proposed contact schedule

.....

.....

### Other recommendations

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## EIYBC Program Exit Feedback Form

Name of Young Person: ..... DOB: ...../...../..... Male / Female

Dates of Camp: .....

Assigned Case Worker ..... Date: ...../...../20.....

### Observations during follow-up case work (including behaviour, levels of engagement, positive achievements)

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### Family engagement (levels of engagement and support)

.....

.....

### Goal progress and outcomes achieved (as mapped against initial Staying Strong Plan)

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### Future goals and actions (as summarised from Transition Plan)

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### Other recommendations

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.....

## Exit Assessment

### Behaviour Change Questionnaire (BCQ)

Below is a list of behaviours which might be occurring in your life. Please circle the number which best sums up how this behaviour relates to you. Please circle only one number per each line.

Please give your answers on the basis of how things have been for you **over the last four weeks**. There are no right or wrong answers.

	I don't do this behaviour	I do this behaviour, but I don't see it as a problem	This is a problem for me, but I don't want to do anything about fixing it	I am thinking about making changes to fix this problem	I am doing things now to fix this problem
Wagging school	1	2	3	4	5
Refusing to attend school	1	2	3	4	5
Yelling at the teacher	1	2	3	4	5
Anger and aggression at school	1	2	3	4	5
Not following teacher's directions	1	2	3	4	5
Refusing to do work at school	1	2	3	4	5
Swearing at teachers	1	2	3	4	5
Drinking alcohol	1	2	3	4	5
Using drugs (e.g., marijuana)	1	2	3	4	5
Breaking the law (doing crime)	1	2	3	4	5
Roaming the streets after midnight	1	2	3	4	5
Bullying other young people	1	2	3	4	5
Looking for fights	1	2	3	4	5
Hurting family members	1	2	3	4	5
Anger and aggression at home	1	2	3	4	5
Wanting to hurt other people	1	2	3	4	5
Doing graffiti	1	2	3	4	5

The following statements relate to both your attendance at the wilderness program as well as the follow-up support you received. Please read the following statements and rate how much you agree with them. Please be as honest as you can.

	Not at all		Unsure		Very Much
1. I enjoyed the wilderness camp I attended	1	2	3	4	5
2. The wilderness camp and follow-up sessions with my case worker have really helped me	1	2	3	4	5
3. During the wilderness camp and follow-up sessions I set goals for myself	1	2	3	4	5
4. I have achieved (or got close to achieving) some of the goals I set during the wilderness camp	1	2	3	4	5
5. I am happy with the amount of follow-up support I received (following the wilderness program)	1	2	3	4	5
6. This program (wilderness camp and follow-up sessions) can really benefit young people	1	2	3	4	5
7. I would recommend this program to other young people	1	2	3	4	5

**In what ways has the program helped you?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**In what ways could the program be improved?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Any other comments you would like to make?**

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## Transition Plan

Young Person's Name ..... Date of Birth ..... Case Manager (or Program Facilitator) .....

Date Attended Wilderness Program..... Dates of Previous Staying Strong Plans .....

Date of Current Plan .....

Staying Strong Domain	Goals for the Next 12 Months	Helping Relationships	Plans and Actions	Barriers To Be Managed
Health and Wellbeing				
Family and Community Connections				
Healthy Friendships				
Prosocial Thinking and Choice				
Alcohol and Other Drugs				
Positive Risk Taking (Education or work)				

Staying Strong Domain	Goals for the Next 12 Months	Helping Relationships	Plans and Actions	Barriers To Be Managed
Identity and Culture				
Bounce Back Thinking and Behaviour				

### Summary of Plan for Next 12 Months

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The above plan has been discussed and shared with the following key supporting people:

Young person signature: .....

Date: .....

Family member signature:.....

Date: .....

.....

Date: .....

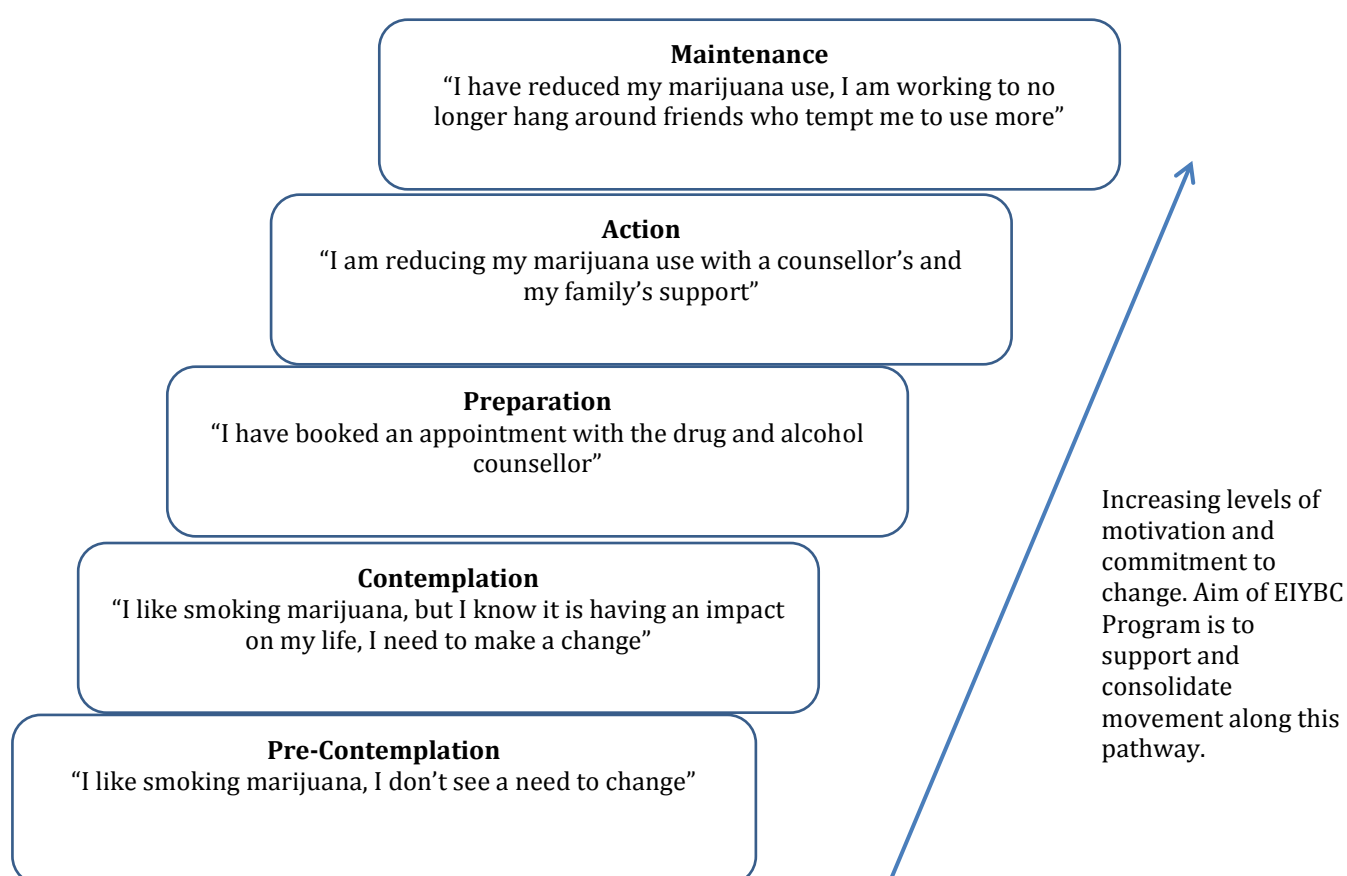
Case manager signature:.....

Date: .....

## Appendix A: Integrating Assessment and Practice

The EIYBC Program is designed to support young people become agents of growth and change in their own life, or, in other words to identify, commit to and take action towards prosocial goals. It is based upon the understanding that young people are at different levels of goal readiness and that young people may range from low (pre-contemplative) to higher levels of motivation (action). The program is founded upon the motivation to change model, as summarised in the diagram below.

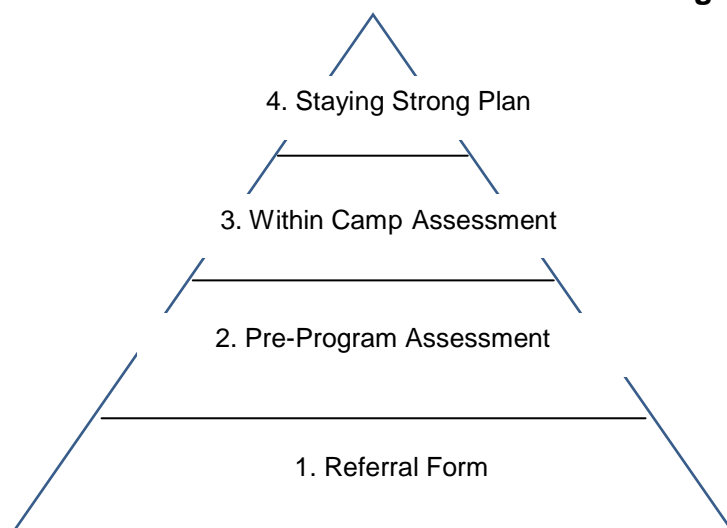
Transtheoretical Model (Motivation to Change)



The camp component of the EIYBC Program supports young people to identify and build their motivation for change, however, the follow-up sessions with the case worker are essential to ensuring this is sustained and consolidated. To support program facilitators and case workers to support this intent, the EIYBC Program Guidelines includes a number of assessment and case work tools. Each phase of program implementation includes assessment and case planning documentation designed to build a cohesive pre-, during-, and post-camp intervention that centered on empowering young people to identify, own and commit to meaningful prosocial and post-camp goals (or be "an agent of change" in their own life). This documentation is designed to build-upon and integrate within one another. This layered approach is summarised below.



## Layered Integration of EIYBC Assessment and Case Planning Documentation



1. The referral form is mapped against domains on the Staying Strong case plan, as well as the pre- and within-camp assessment. The referral form was designed to assess both participant risk and need, as mapped against an early intervention cohort.
2. Pre-program instruments are designed to assess participant problem awareness and motivation to make changes to address problematic behaviours. This information was designed to guide the discussion and reflection of goals on the Staying Strong plan.
3. A within camp assessment (Assessment to Goal Clarification Checklist) is designed to cue program facilitators to have more intentful communication with young people, as well as support an holistic assessment approach. The domains were mapped against the Referral Form and Staying Strong Plan to aid goal review and reflection and should be completed by program workers and not directly with young people. Case workers are also encouraged to use creative tools and processes to review Goal Motivation and Planning. Example tools are applied in this document.
4. The Staying Strong Plan consolidates the goal setting and actioning process, and supports to guide case work intent. The plan was designed to be continuously reviewed with the young person, and be shared and integrated with the young person's family, school, community and support team (within a multi-systemic manner).

### The following 10 points summarise how case workers and program facilitators can use the assessment and case planning tools in an integrated manner.

1. Case work and program facilitators should review the **Referral Form** pre-camp, and seek to identify the individual and collective needs of the participant group. Start completing the **Assessment to Goal Clarification Checklist** for young people (to be completed by program facilitators, not young people), supported through feedback from family and stakeholders.
2. Conduct the **Pre-Program Assessment** (or Behaviour Change Questionnaire) alongside the young person, and seek to understand what problems they are identifying, and their relative motivation to change. Use this as an opportunity to have a shared dialogue about their hopes and goals for the camp and program. This tool is not meant to be a test, but an opportunity to understand the young person better.

3. Throughout the wilderness camp, review the **Assessment to Goal Clarification Checklist** to see what additional questions or observations could be applied to better understand the young person.
4. Throughout the wilderness camp, use creative ways to review Goal Motivation and undertake Goal Clarification. Example tools are provided in this document. Consider what level of motivation and problem awareness the young person has identified in the **Pre-Program Assessment** (Behaviour Change Questionnaire).
5. At the end of the wilderness camp, complete the **Staying Strong Plan** goal section with consideration given to areas of need identified on the **Assessment to Goal Clarification Checklist**. Where possible, engage young people in the development of the **Staying Strong Plan**, but if this is not possible, make them aware of the plan, and the broad focus of the goals. Ensure that the young person's goals are recorded on the plan, as well as the young people's ownership of the goals. Young people should be provided a copy of their goals, specific actions aligned to their goals, as well as the reasons they made the goals. An example of this is provided in the **Goal Card** (page 36).
6. In the post-camp period, continue to use **Goal Motivation and Clarification** tools or creative processes to undertake goal planning. Apply motivational communication to young people to build their ownership and commitment to goal setting and change.
7. Regularly review the **Staying Strong Plan** and **Assessment to Goal Clarification Checklist** within the follow-up phase to ground or inform case work discussion and practice.
8. Conduct the **Exit Assessment** (Behaviour Change Questionnaire) alongside the young person, and seek to understand what problems they are identifying, and their relative motivation to change. Use this as an opportunity to have a shared dialogue about their hopes and goals for the future. This tool is not meant to be a test, but an opportunity to understand the young person better and develop a more youth focused **Transition Plan**.
9. Complete the **Transition Plan** with consideration to the areas of unresolved need (as mapped to the **Assessment to Goal Clarification Checklist**), and the young person's motivation and goals for the future (**Exit Assessment**).

## Appendix B: Therapeutic Change Process

..... (name of provider) has been funded by the NT Government to deliver an intensive wilderness program and follow-up case management service under the Early Intervention Youth Boot Camp (EIYBC) initiative. The program is for young people who are having some struggles and need to build on their strength to deal with the challenges of adolescence, to re-engage with school and to make positive choices for their future.

The program is comprised of two main features: (1) a wilderness-based camp and (2) follow-up case work for 3 months. During the camp component young people complete..... (state program composition). Young people are left with the narrative that..... (state program narrative).

Through the camp young people are exposed to a range of challenges that support them to reflect upon their life and choices, practice skills, such as team work, managing anger and dealing with relationships. They also learn about how to keep themselves safe, maintain their health and wellbeing and understand the risks and dangers of different choices (including drugs, alcohol, getting in trouble). Young people are supported by adults who coach them and build their personal skills through a range of structured challenges and discussions. The adults also facilitate reflective individual and group discussions, where young people are supported to build their awareness of themselves, their choices and future, and possibly consider new ways of looking at life. The journey is conducted in a culturally sensitive manner, where young people develop pride and respect for their own and other cultures.

An important part of the program is that young people are supported to consider and reflect upon their goals moving forward, as well as empower young people to own their goals, or be an “agent of change” in their life moving forward. At the end of the camp young people leave with a “Staying Strong Plan”. This plan captures the young person’s goals, as well as the specific actions the young person has identified as important in achieving their goals and the broad intent of the case work process. For three months after the camp, case workers with young people to review and reflect upon the goals articulated in the Staying Strong Plan. Where young people consent, they also talk with other significant people in a young person’s life (family, school, other agencies) to understand the young person’s goals, and work as a member of the young person’s team in progressing or reviewing the goals.

An important feature of the EIYBC Program is that the reflection and planning that occurs on the camp is supported and extended by family and other key people in a young person’s life. This can be supported by:

- Asking a young person how you can support them in the goals they have identified in the Staying Strong Plan.
- Being interested in what experiences the young person had on their camp
- Being curious about the young person’s goals, and respecting their wishes to do not want to tell you at that time.
- Celebrating and acknowledging with young people their achievements during the camp.
- Not being negative or punishing if the young person is finding it hard to meet their goals, or is unwilling to reflect upon their goals.

The reality is that many young people do not make changes straight away. It is a journey that occurs over time with the support of positive adults, who are prepared to acknowledge the strengths of the young people as well as assisting them to overcome personal challenges.

*The target audience for this version are all sector stakeholders, including referring agencies and those agencies you partner with throughout the intervention. It should be noted that, it is our opinion, information for families should be adapted and shortened to ensure engagement in the information and that Families are supported by case workers to develop an understanding of the material, rather than simply handed the information sheet.*

