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| Changing Futures Service Model |
| November 2018 Version 1.3 |

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## Acknowledgements

The service model for the Changing Futures Model was developed through a facilitated process undertaken by the Centre for Excellence in Child and Family Welfare in July and August 2015. Consultations occurred with a range of stakeholders, including representatives from child and family services organisations, an Aboriginal Community Controlled Organisation and staff from the Department of Health and Human Services.

September 2015

# Background/Context

Parents play a fundamental role in nurturing and developing their children. Family Services aim to promote the safety, stability and development of vulnerable children, young people and their families, and to build capacity and resilience for children, families and communities.

Family Services and Preservation and Reunification Services, funded through Individual Child and Family Support are the principal support services for vulnerable children and families.

* Family Services work with a wide range of cohorts with varying case duration and intensities – usually funded through 10, 40 or 110 hour targets.
* 200 hour targets in Family Services specifically target families referred by Child Protection on new orders (200 hours’ program) and children who have had repeat substantiations in the previous two years (Changing Futures). Families in these 200 hour targets have specified Child Protection roles in the case planning.

In addition a number of services referred to as Preservation and Reunification (P&R) services targeting specific client cohorts at risk of placement into out of home care are also funded including:

* Cradle to Kinder and Aboriginal Cradle to Kinder (not always child Protection referred) A mix of 110 and 200 hour P&R targets
* Families First and Aboriginal Family Preservation
* Stronger Families and Aboriginal Stronger Families (200 hour P&R targets)
* Parenting assessment and skill development services (PASDS) and early parenting centre – PASDS*[[1]](#footnote-1)*

Through Child and Family reform, and enabled by funding reform and learning from evidence and the current program platforms the way the service system works with various cohorts will be redesigned to reduce program barriers. This document remains current until replace by new operating models are developed by the Child and Family reform project.

The [Program requirements for family and early parenting services in Victoria](https://providers.dhhs.vic.gov.au/program-requirements-family-and-early-parenting-services-victoria-word) <https://providers.dhhs.vic.gov.au/program-requirements-family-and-early-parenting-services-victoria-word provide information regarding the policy and program requirements for Integrated Family Services and Child FIRST.

Studies[[2]](#footnote-2) of what vulnerable families want from support services have identified a number of key features that affect the extent to which they use and trust the services, as well as their ‘take-up’ of the help provided.[[3]](#footnote-3) These features include

* services that help them feel valued and understood, and that are non-judgmental and honest
* services that are ‘humanising’ – that is, relationships that have respect for their inherent human dignity, and are responsive to their needs, rather than prescriptive
* services that allow them to feel in control and help them feel capable, competent and empowered
* services that are practical and help them meet their self-defined needs
* services that are timely, providing help when they feel they need it
* services that provide continuity of care – parents value the sense of security that comes from having a long-term relationship with the same service provider.

In terms of interventions that are likely to be more effective with vulnerable families, we know that services must work to address the barriers that vulnerable families face in accessing services and that they should seek to tailor services to meet the individual needs and circumstances of families.

# 2. Service description

This model was rolled-out in four Victorian Integrated Family Services sites in late 2015.

The Changing Futures program is an intensive support service (200 hours) to provide intensive family and early parenting support for a group of highly vulnerable children and families subject to recent and historical statutory child protection involvement. A Community Based Child Protection practitioner is dedicated the Changing Futures programs in each of the four sites.

## 2.1 Service aim and objectives

The aim of the Changing Futures program is to provide:

*An intensive (up to 200 hours per annum), integrated and co-ordinated child focussed family centred response to vulnerable families and their children subject to repeated prior involvement with statutory child protection services, to promote the health, safety and wellbeing of children and to assist parents to make positive changes to their lives.*

The key points of difference between Changing Futures and existing Integrated Family Services interventions are:

* The more intensive nature of service intervention with children and families (200 hours) compared to the maximum length of service intervention (110 hours) in Integrated Family Services. This supports a lower case load and the ability to provide increased proactive support.
* The expectation that a Family-Led Decision Making/Family Group Conferences (FDM/FGC) approach is routinely used when engaging with families and developing action plans
* The availability of Community Based Child protection resources to support a cohesive approach between Child Protection and Family Services for this complex cohort.
* The specific focus on strengthening engagement with early childhood services and schools
* The specific focus on supporting adult carers to access meaningful activity in their local community with the aim of strengthening community participation activities and educational, vocational and employment opportunities.

The objectives and expected outcomes for the program are:

* address the causal factors that may have led to child protection involvement in the past
* Parent’s confidence and competence in parenting and caring for their child is strengthened
* Family relationships are strengthened, including the parent-child bond
* Carers are supported to access meaningful activity in their local community with the aim of strengthening community participation activities and educational, vocational and employment opportunities
* Children are actively engaged and their ‘voice’ heard throughout the intervention
* Child health, safety, stability and developmental outcomes, including educational outcomes are optimised
* Families are connected to their communities
* Families are able to make positive changes to their lives and undertake steps towards becoming economically self-sufficient with reduced reliance on government supports
* Children are able to remain living safely at home with their family
* Reduced incidence of child protection intervention post Changing Futures involvement.

## 2.2 Target group and Referral Criteria

The target group for the Changing Futures Program builds on the existing Integrated Family Services target group which includes vulnerable children and their families who are:

* + likely to experience greater challenges as the child or young person's development has been affected by the experience of risk factors and/or cumulative harm, and/or
  + at risk of concerns escalating and becoming involved with Child Protection if problems are not addressed and likely to be characterised by:
    - multiple risk factors and long-term chronic needs, meaning that children are at high risk of developmental deficits
    - children, young people and families at high risk of long-term involvement in specialist secondary services, such as alcohol and drugs, mental health, family violence and sexual assault and homelessness services
    - cycles of disadvantage and poverty resulting in chronic neglect and cumulative harm
    - single/definable risk factors that need an individualised, specialised response to ameliorate their circumstances, and/or
    - single/definable risk factors that may need specialised one-off, short-term or episodic assistance to prevent or minimise the escalation of risk.

In addition, children and families referred to Changing Futures will have been subject to two **or more statutory child protection investigations** and two or more child protection reports[[4]](#footnote-4) in the preceding 24 months prior to date of referral. A high priority for Changing Futures interventions include the following family types:

* Aboriginal and Torres Strait Islander families
* Families with children at Primary School
* Families where one or more parents is under 25 years of age.

## 2.3 Referral source

The Changing Futures program will only accept referrals via the Senior Community Based Child Protection Practitioner assigned to each site (see section 4). Selection of families for possible referral into Changing Futures will be undertaken by the Senior Community Based Child Protection Practitioner in negotiation with Child Protection. The primary focus of the Changing Futures program is to prioritise families under investigation by Child Protection, however, there is no specific limitation on receiving referrals from any phase of child protection.

Identification of which referrals are accepted for service will be undertaken through joint negotiation between the Senior Community Based Child Protection Practitioner and Changing Futures. A key consideration in referral selection is identifying families that through an intensive intervention may have a genuine prospect of achieving change.

Due to the small scale of the program, wait lists for service should not be established. Where a referral is not accepted, possible alternative referral pathways should be considered and advice provided to the referring child protection practitioner by the Senior Community Based Child Protection Practitioner.

## 2.4 Service governance arrangements

The Changing Futures program will operate in existing Integrated Family Services/Child FIRST areas and as part of the existing suite of Integrated Family Services delivered in each catchment. Service providers will be expected to partner with the Child and Family Services Alliance in their catchment area.

During the initial establishment and start-up phase Changing Futures providers should establish a local Changing Futures Advisory Group to provide strategic oversight, guide operations and monitor performance. A Statewide oversight group will also be established to monitor implementation and local providers will be required to engage with the work undertaken by this group. The membership of the statewide advisory group will include:

* Representation from all four Changing Futures sites.
* Family Services team, Children Youth and Families DHHS
* Central Child Protection
* Centre for Excellence in Child and Family Welfare
* Representation from broader Alliance and Child Protection Areas.

In all catchments including where there is an Aboriginal specific program, mainstream service providers will be required to work with Aboriginal organisations to ensure that Aboriginal families are provided with the most appropriate service response.

The Changing Futures program should establish a link with the Child and Family Services Alliance in their catchment area and ensure regular updates on the program are made available to the Alliance executive group.

# 3 Service overview

The Best Interests Principles described in the *Children, Youth and Families Act 2005* provide the foundation for working with vulnerable Victorian children and their families, including families involved with the Changing Futures program.

Changing Futures will provide a new, whole of family service response on an intensive basis. It will build the capacity of parents to not only provide for their children’s health, safety and development but to build self-reliance and sustainability through access to education and vocational training and employment during this period.

The Changing Futures program has been funded on an ongoing basis[[5]](#footnote-5) to provide:

* a targeted approach to service eligibility that will focus on a specific cohort of families subject to recent statutory child protection involvement to enable an intensive and tailored response to be developed to meet their needs and achieve the desired outcomes
* an approach to assessment, planning and service provision that is holistic, flexible and individually tailored and responsive to child and family needs, choices and circumstances.

Changing Futures will bring together a strong casework response to the underlying areas of concern associated with the family’s vulnerability with the provision of intensive and specialised in-home, casework support to strengthen the relationship between the parent/s and their child/ren and assist parents to meet the health, development, safety and wellbeing needs of their infants and young children.

A key focus of the program is the need to actively engage with families to address the causal factors that may have led to child protection involvement in the past. Most of the families eligible for the program are likely to be characterised by limited life and employment opportunities, past trauma, disadvantage and poverty. Addressing the factors that could help lift the family out of poverty and disadvantage will require a strong focus with the family on engaging in meaningful activity in the community that ultimately will enhance the prospects of improved economic and community participation.

The Changing Futures practice approach will be inclusive of the following practice characteristics that have been shown to be essential for effective work with vulnerable parents[[6]](#footnote-6):

* The relationships between parents and professionals are the most critical factor in determining the success of an intervention, with the focus of the relationship being built upon infant/child wellbeing and healthy development.
* These relationships need to be child focussed and family centred, that is, based on a partnership between parents and professionals, with parents making the final decisions regarding the focus and goals of the work and the methods used.
* Provide parents with choice regarding the strategies that will be used.
* Effective service delivery uses capacity-building help-giving practices, whereby the professional helps the parents master and use the behaviours and skills that will benefit their child.
* Effective services are also non-stigmatising, and demonstrate cultural competency and safety.
* Effective services are responsive to family needs and circumstances, are flexible and individually tailored, provide choice and control over methods of support, are able to draw upon a range of strategies and may begin by providing crisis help prior to other intervention aims.

Similar findings are evident in the UK *Troubled Families* work which has identified five key characteristics of successful interventions:[[7]](#footnote-7)

1. A dedicated worker, dedicated to a family
2. Practical ‘hands on’ support
3. A persistent, assertive and challenging approach
4. Considering the family as a whole
5. Common purpose and agreed action.

## 3.1 Key Service Characteristics

The key service characteristics have been informed by developmental work undertaken by Anglicare Victoria and a series of workshops in which launch Changing Futures providers participated.[[8]](#footnote-8)

#### Interventions are focused and short to medium term

The respective roles of the caseworker and family members are clearly articulated and agreed at the commencement of service involvement. The caseworker and relevant family members will develop an action plan that identifies the goals and outcomes being sought through the intervention. Tools such as the Outcomes Star are recommended for this purpose. The Action Plan will inform all subsequent interventions and operate as a checklist to gauge progress with the family member. Re-visiting and reviewing the action plan with the family will occur on a regular basis with the family. Where families have not shown willingness to work towards the agreed outcomes this should be discussed openly with the family and a decision made regarding the future of the intervention.

#### Interventions are intensive and ‘hands on’

Caseworkers are likely to attend the family home more than once per week, reflecting the intensive nature of the intervention. The frequency of visits should be agreed in the action plan. Home visits should be targeted to periods which are significant for the child and their family, primarily early in the day when children are being readied for school or child care and late in the day when children have returned home. Timing visits at such periods will assist in hearing the ‘voice’ of the child, the ongoing assessment of the family and identifying potential issues that may be inhibiting progress for the family. Interventions should promote:

* Engagement with all family members, in particular fathers or partners who frequently report feeling ignored by or excluded from services that are provided with and for family members.
* An explicit focus on ensuring voice of the child(ren) is heard throughout the intervention.
* Family violence risk assessment and risk management and an approach that recognises that the safety and wellbeing of women and children is paramount.
* An approach that focuses on connecting families with their community and the broad range of locally based universal and community support services.

#### Incorporating Family-Led Decision Making/Family Group Conferencing

Where possible a Family-Led Decision Making/Family Group Conferences (FDM/FGC) approach should be used when engaging with families and developing action plans. The FGC model is based on the following assumptions:

* children have a right to have their wider family participate in decisions that affect them
* families are competent to make decisions if properly engaged, prepared and provided with necessary information
* decisions made within families are more likely to succeed than those imposed by outsiders.

Since its implementation, research in New Zealand has found that the process has resulted in:

* high levels of participation (especially children, fathers and wider family)
* high levels of agreements on plans (90%)
* high levels of child and family satisfaction
* good levels of family ownership of decisions and plans.*[[9]](#footnote-9)*

#### Working with Aboriginal families

The Aboriginal Cultural Competence Framework[[10]](#footnote-10) has been developed to support organisations in delivering services that address cultural competence and cultural safety.

The framework states that developing and maintaining cultural knowledge is central to healthy infant development and identify formation in Aboriginal communities. Aboriginal culture and spirituality are increasingly recognised as strength and protective factors for families and children.

In work with Aboriginal families it is important to acknowledge the recent history of Aboriginal families, which may have caused unresolved grief and trauma to impact on parenting. It is also important to avoid a narrow Western nuclear family lens that only looks at the mother–infant relationship. For example, assessments of parenting in Aboriginal communities must explore the role of extended family, clans and kinship networks in parenting.

Working with Aboriginal families therefore requires a holistic approach that encompasses the social, emotional, spiritual and cultural wellbeing of individuals and the community as a whole.

The development of effective partnerships with Aboriginal community controlled organisations in the planning and strategic management of Changing Futures within the sub-regional catchment will be a key service requirement.

#### Working with culturally and linguistically diverse families including refugee families

Service provision will be underpinned by an understanding of cultural identity and differences in parenting practices. In working with culturally and linguistically diverse groups, consideration should be given to issues of unresolved trauma, grief and loss in refugee and migrant families who may have fled from war or oppression and the impact of traditional parenting practices on the caregiving role of the parents. Developing an understanding of culturally specific practices may involve consulting with culturally specific services and/or local communities.

#### Working with parents with learning difficulties

Parents with learning difficulties generally require more learning opportunities to adequately develop parenting skills. Service provision must be flexible and use a strengths based approach to develop a program tailored to a parent’s individual needs. Parenting skills development must include modelling, practice, and feedback and ensure generalisation and maintenance of skills. Working with parents who have a learning difficulty or an intellectual disability may involve utilising resources available through Healthy Start or contacting disability services to ensure the best means of communication.

## 3.2 Service components

#### Identification of caseworker

Upon referral from the Senior Community Based Child Protection Practitioner a Changing Futures caseworker will be identified to provide a clear point of contact for each family. The Changing Futures caseworker will play a lead role in initial engagement, assessment and planning processes, seeking to establish a strong relationship with the family.

#### Record of referral

For administrative purposes only, Changing Futures will register all accepted new referrals with the local Child FIRST or Orange Door.

#### Service engagement

Engagement with the program is on a voluntary basis and an assertive outreach response will most likely be required to promote service engagement. Joint visits with the Senior Community Based Child Protection Practitioner can assist in the engagement of clients, making the reason for child protection involvement and the involvement of Changing Futures clear and will be an important part of collaborative practice between Child Protection and Changing Futures. Joint visits can also assist in better outcomes for individuals and families when used for the purpose of first contact, engagement, crisis planning, handover and as part of risk assessment to help determine case direction. Honest, open conversations with parents about the risks and concerns held for their children may need to occur during joint visits including the concerns practitioners may have if the family declines to engage with Changing Futures.

It is expected that Changing Futures make all reasonable attempts to actively engage families in circumstances where concerns may have been raised about the safety, stability, development or overall wellbeing of children, including where families may be unwilling or unable to acknowledge the need for, or to seek, assistance.

Elements include:

* Promote service engagement through relationship based home visiting support and identification of factors that are salient for families - what it is that the family wants from the service and how the service is able to respond to their initial needs?
* Collaborative work (e.g. joint assessment/visits) with child protection and other relevant service providers who may already have a strong working relationship with the family
* Engagement with key universal services that may be working with the child and their family including schools and early childhood services.

#### Assessment and planning

The service will provide therapeutic expertise in the assessment and development of child and family action plans that meet the health, safety and developmental needs of infants and young children as well as the needs of the family.

Changing Futures uses the Family Star to support the identification of areas of need with families and to measure change.

Considerations of cultural identity and the contexts in which families live their lives will be key considerations in all aspects of service provision. The Best Interests Case Practice Model outlines the interconnected stages of professional practice that occur when working in a child focussed and family sensitive way.

#### Child and Family Needs Assessment (Information Gathering, Analysis and Planning)

The Changing Futures assessment will take into account assessments undertaken by other services (past and present) including maternity services, Child FIRST/Family Services, child protection, maternal child and health, early parenting services, mental health services, drug and alcohol services, family violence services, disability services and housing services in developing a fully informed Child and Family Needs Assessment. Depending on the needs of the family, the assessment may be undertaken in partnership with other services that the family may require.

Risk and needs assessment is viewed as a dynamic process, underpinned by ongoing analysis and planning that is informed by collaboration with the family and other professionals, and the usage of professional, evidence-based judgment.

#### Development of an Action Plan

The Action Plan will build on the strengths of the parents and their families and will reflect the needs and choices of the parents and what they want to change in their lives to ensure the health, safety, stability and wellbeing of their children.

Wherever possible, the plan will be developed in consultation with other family members or friends as well as other involved services. It will be informed by the use of the Family Star. A case conference may be required to develop an effective Action Plan.

While the focus may initially be on identifying and addressing the immediate concerns and needs of the woman and her family, there will increasingly be a future focus to identify the longer term goals and aspirations of the parent(s) and their family.

The key worker will, with the permission of the family, ensure that relevant information is shared with all involved in supporting the family in achieving the goals of the child and family action plan.

#### Reviewing Outcomes

The Action Plan will be reviewed on a regular basis, in partnership with the family, to ensure that the outcomes sought remain relevant to their needs and choices.

#### Crisis and safety planning

Families involved in Changing Futures are likely to have been reported to Child Protection in times of family crisis. Changing Futures, Child Protection and the family should anticipate likely future crisis scenarios and create agreed plans on how they will be managed to reduce or eliminate harmful impacts on children and further involvement with Child Protection.

#### Transition or exit planning

Transition or exit planning will be undertaken with the family to ensure they are linked into an appropriate range of early childhood education and care, health and community services according to their needs. Throughout the period of intervention with the family there will be a focus on improving the family’s knowledge of, and capacity to independently access, services and supports in their community.

#### Supporting access and engagement with other services

Elements include:

* Actively supporting access to and ongoing engagement with direct services responding to the underlying risk factors associated with the family’s vulnerability such as early years services, housing, mental health, alcohol and drug, disability and family violence services, with the Changing Futures caseworker for the family in some instances acting as the lead member of an inter-agency team and/or as the direct agent of change through the relationship of these services with the parent. Actively promoting perinatal and infant mental health by supporting engagement with Child and Youth Mental Health Services and other specialist therapeutic services where appropriate.
* Increasing parent knowledge of and confidence in accessing universal services including education, employment and training services, and health, community and early childhood education and care services.

#### Strengthening protective factors and building family and social networks

Elements include:

Service based group activities to provide opportunities for participants to develop friendships and social networks, for mentoring and for participants to undertake leadership and community decision making roles

* At an individual level, identifying opportunities to strengthen links between the parents and their families and with other key people with whom the parents may build an ongoing long term relationship
* Supporting access to a broad range of community based activities for young parents
* Providing information and education about a range of community services and supports and supporting the parents to access these community services.

#### Practical support

Practical support will include:

* Assistance with life skills, for example, budgeting, cooking, home management
* Role modelling behaviour or skills to reinforce skills learnt in intensive interventions
* Assistance with meeting practical needs such as transport, child care, respite care and other practical support. This may involve access to service brokerage.

#### Improving capacity to be self-supporting

Elements include:

* Identification of pre-training or pre-employment needs and pathways
* Work with education and training providers, Centrelink and the parent/s to develop strategies to support access for parents to education, training and employment opportunitiesthat will assist parents to make positive changes in their lives and improve the family’s capacity to be self supporting.

#### Relationship with other agencies

The service will seek opportunities to work collaboratively with other agencies involved with the mother, father and her family. This may include joint visits and and/or co-facilitation of groups.

#### Outreach capacity

The service will provide assertive outreach and engagement to clients with consideration to be given to establishing outreach bases in universal services to facilitate access and engagement.

#### Flexible working hours

Service providers will be required to operate flexible and accessible work hours that meet the needs of families. It is expected that a proportion of the service responses will take place outside normal business hours of 9.00am-5pm.

# Relationship with Child Protection

Each Changing Futures program includes funding for one (1.0 EFT) dedicated Senior Community Based Child Protection Practitioner (SCBCPP). This role is the key linkage between the Changing Futures program and the Divisional child protection program.

## 4.1 Senior Community Based Child Protection Practitioner Role

The dedicated CBCPP role is essential to achieving outcomes in Changing Futures, in identifying families, assertive engagement, involvement in conveying the significance of risk to parents and in ongoing risk management which is supported by the CBCP knowledge of the families and relationship between the family, the CBCP and the Changing Futures practitioner. The role includes the following responsibilities:

* Review and assess potential Changing Futures referrals from Child Protection – identification of the right families for Changing Futures is essential.
* Discuss with Changing Futures the suitability of new referrals and the capacity of the program to accept a new referral
* Convey the outcome of the Changing Futures referral to Child Protection referrer
* Discuss and plan family engagement strategies with the Changing Futures caseworker
* Family engagement may be assisted by the existing child protection practitioner or the SCBCPP conducting the initial home visit with the Changing Futures caseworker. The specific approach adopted should be agreed by the Changing Futures caseworker and the SCBCPP
* Conduct s.38 consultations as required with the Changing Futures caseworker
* Conduct joint visits with the Changing Futures caseworker as required. This may be indicated when a family may appear to be disengaging from the Changing Futures intervention or there may be indications of elevated risk for children in the family. Such visits should be recorded as a s.38 consultation
* Access and provide (unidentified) child protection data required to assist in ongoing Changing Futures program and client outcome monitoring (see section 7)
* Prepare a bi-annual Child Protection Activity Report (for the six months ending June 30 and December 30) using a standardised Child Protection Activity Report template
* As a member of the Changing Futures team actively participate in Changing Futures team planning, review and professional development activities
* Promote the role of the Changing Futures program within the child protection program.

# 5. Service brokerage

The Changing Futures program funding does not include program specific brokerage – Changing Futures have access to the Child and Family flexible funding.

# 6. Staffing model

## 6.1 Staffing qualifications and competencies

Changing Futures caseworkers will be skilled and experienced staff from a range of professional backgrounds including social work, community services, psychology, education and early childhood services.

Staff competencies include:

* Ability to actively engage families that may be unwilling to receive services. This requires personal attributes such as the ability to demonstrate empathy, openness and honesty in communications and casework with families and an ability to actively engage families in decision-making processes.
* A positive attitude about the capacity for change in highly vulnerable families and recognition that most parents do want the best for their children.
* A sound knowledge of services and interventions that can address factors associated with family vulnerability and the ability to undertake multi agency working including advocating on behalf of families to support access to services and supports.
* An understanding of the inter-generational factors and complex inter-relationships that can promote and impede the capacity of families to collaboratively provide good care of a child.
* An understanding of child development and factors that can impede a child’s development, including early indicators and patterns of behaviour leading to cumulative harm.
* An understanding of relevant risk and needs assessment frameworks and appropriate application of these.
* A sound knowledge of service responses and interventions that can positively impact on a child’s development, and those that can assist in promoting change in behaviour to increase parenting capacity.
* High level communication skills that include the ability to constructively provide open and honest feedback to families in relation to both strengths and deficits in parenting skills/practices, related to making changes in the best interests of the children.
* A sound understanding of Aboriginal culture and society, the issues relating to Aboriginal children and family welfare and the ability to effectively communicate with Aboriginal families.
* An ability to work effectively with young people including young people from culturally and linguistically diverse and refugee backgrounds and young people with a learning disability.
* Ability to establish, and maintain positive and productive working arrangements with Child Protection and other key service providers.

## 6.2 Professional support

The provision of professional support for staff engaged in work with vulnerable families is seen as essential for effective service provision, as well as staff wellbeing and retention. Staff working with vulnerable families will require high quality supervision, access to good quality professional development and service provider support in their role to maintain objectivity, prevent drift from program guidelines and provide an opportunity for reflection and professional growth.

# 7. Outcomes and Performance Measurement

Changing Futures performance management arrangements will include three key domains:

* Action Plan Outcomes as measured by the use of the Family Star
* Stabilised and Reduced Level of Child Protection involvement post Changing Futures intervention
* Performance against Changing Futures targets

## 7.1 Family Outcomes Star

The template will test embedding the Outcomes star into the assessment, planning and case planning process.

Results from the Outcomes template will be aggregated at the end of each financial year into a Changing Futures site report.

Changing Futures providers will be responsible for preparing an annual Action Plan Outcomes Report within three months of the end of each financial year (30 September).

## 7.2 Stabilised and Reduced Level of Child Protection involvement post Changing Futures intervention

Key measures that will be monitored are:

* Number of investigations by child protection involving Changing Futures families within 12 and 24 months of Changing Futures case closure compared to same measure in in two years prior to Changing Futures intervention
* Number of substantiations by child protection involving Changing Futures families within 12 and 24 months of Changing Futures case closure compared to same measure in in two years prior to Changing Futures intervention

Results from these measures will be aggregated every 6 months (30 June and 30 December) into a Changing Futures child protection activity report (de-identified).

The Senior Community Based Child Protection Practitioner will be responsible for collecting de-identified child protection information (CRIS numbers, referral dates) using a standardised Child Protection Activity Report template.

Where Child protection provides the child’s CRIS number with the referral this number will be recorded with the child’s information in IRIS, for later matching to de-identified Child protection data.

## 7.3 Performance against Changing Futures Targets

Changing Futures cases are registered in IRIS, in the Family Services case under the Changing Futures funding source.

Performance against Changing Futures targets will be routinely monitored by the Department of Health and Human Services.

# 8. Service Model Review

The Service Model will be subject to ongoing review.

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1. [↑](#footnote-ref-1)
2. Watson, J. (2005). Active engagement: strategies to increase service participation by vulnerable families. CPR Discussion Paper. Ashfield, NSW, Centre for Parenting Research [↑](#footnote-ref-2)
3. Attride-Stirling et al. (2001). “Someone to talk to who’ll listen”: Addressing the psycho-social needs of children and families. Journal of Community and Applied Psychology 11(3); Ghate and Hazel, (2002). Parenting in poor environments: Stress, Support and Coping. London; Winkworth et al., (2009). Working in the Grey – Increasing Collaboration Between Services in Inner North Canberra: A Communities for Children Project, Institute of Child Protection Studies, ACU [↑](#footnote-ref-3)
4. The phrase ‘*two or more child protection reports*’ are in addition to the reports that preceded the prior investigations in the previous 24 months. [↑](#footnote-ref-4)
5. Currently funded in four locations (August 2015). [↑](#footnote-ref-5)
6. Moore, T.G., Sanjeevan, S. & Price, A. (2012) 'Sustained home visiting for vulnerable families and children: A literature review of effective processes and strategies.' Prepared for Australian Research Alliance for Children and Youth. Parkville, Victoria: Murdoch Children’s Research Institute and The Royal Children's Hospital Centre for Community Child Health. [↑](#footnote-ref-6)
7. UK Department for Communities and Local Government, (Dec 2012), *Working with Troubled Families – A guide to the evidence and good practice* [↑](#footnote-ref-7)
8. See Anglicare Victoria, *An opportunity to support families differently,* 2015 [↑](#footnote-ref-8)
9. P.3-4, Department of Human Services, October 2013, Family-Led Decision-Making Program Guidelines. For further guidance on the use of Family Led Decision Making approaches see the Department of Health and Human Services Family-Led Decision-Making website: http http://www.cpmanual.vic.gov.au/advice-and-protocols/advice/case-planning/family-led-decision-making-program-guidelines [↑](#footnote-ref-9)
10. Victorian Aboriginal Child Care Agency, 2008, *Aboriginal Cultural Competence Framework* [↑](#footnote-ref-10)