THE SALVATION ARMY

Journey to Independence

National Model of Care

THE SALVATION ARMY YOUTH SERVICES

Acknowledgment of Country

The Salvation Army acknowledges the First Nations peoples of Australia as the traditional custodians of this land.

We further acknowledge and pay our respects to past and present Elders, giving thanks for their wisdom that has sustained their people since the beginning of time, and we pledge to support emerging and future generations.

Commitment to Reconciliation

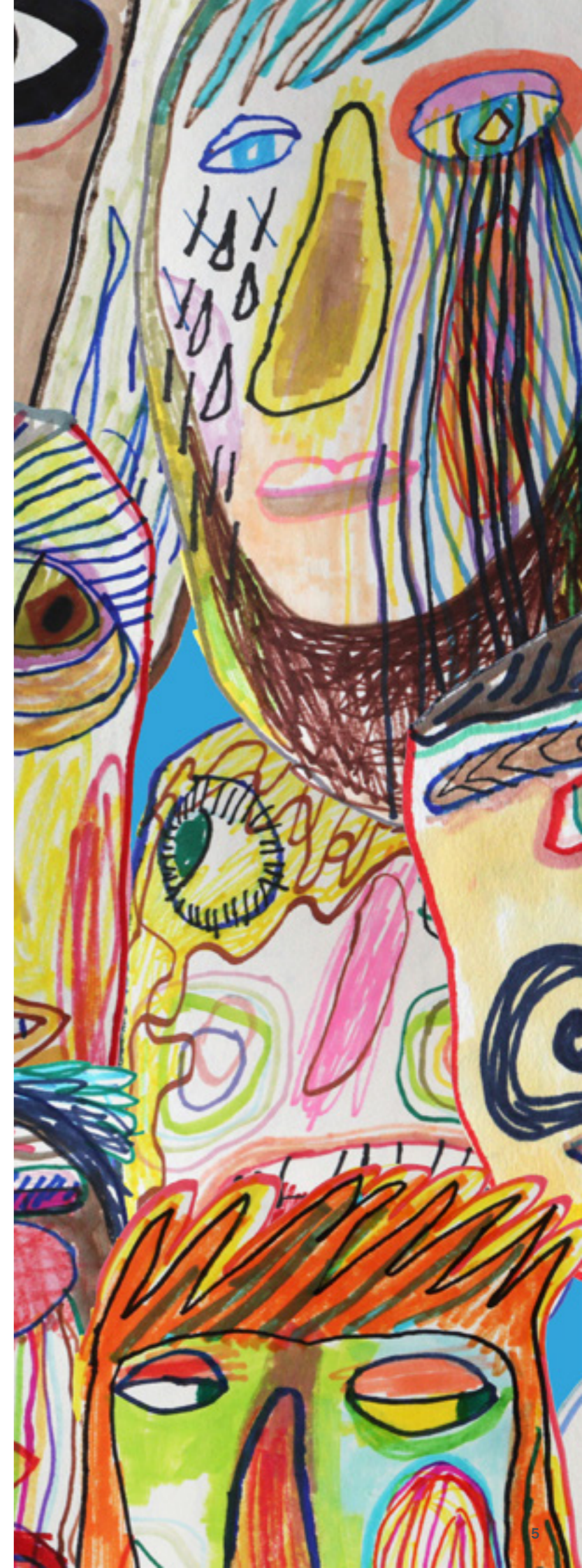Our vision for reconciliation is to be a faith movement committed to equity, freedom and the righting of injustice.

We aim to respect, value and acknowledge the unique cultures, spiritualties, histories and languages of the oldest surviving culture in the world, and to engage in a unified and positive relationship with Aboriginal and Torres Strait Islander peoples and their communities.

We are committed to delivering The Salvation Army's National Reconciliation Action Plan.

Indigenous artwork created in collaboration with The Salvation Army's Aboriginal and Torres Strait Islander ministries team

Contents

Background

The Salvation Army

The Salvation Army Australia is a Christian movement dedicated to sharing the love of Jesus. We share the love of Jesus by:

» **Caring for people**
» **Creating faith pathways**
» **Building healthy communities**
» **Working for justice**

Wherever there is hardship or injustice, Salvos will live, love and fight alongside others to transform Australia one life at a time, with the love of Jesus.

Recognising that God is already at work in the world, we value:

» **Integrity**
» **Compassion**
» **Respect**
» **Diversity and**
» **Collaboration**

We commit ourselves in prayer and practice to this land of Australia and its people, seeking reconciliation, unity and equity.

OUR MISSION

OUR VISION

OUR VALUES

Our Commitment to Inclusion

The Salvation Army Australia acknowledges the Traditional Owners of the land on which we meet and work and pay our respect to Elders past, present and future.

We value and include people of all cultures, languages, abilities, sexual orientations, gender identities, gender expressions and intersex status. We are committed to providing programs that are fully inclusive. We are committed to the safety and wellbeing of people of all ages, particularly children

Scope of Document

The Salvation Army (TSA) Youth Services 'Journey to Independence' is supported by and utilised in conjunction with established organisational frameworks, policies and procedures.

Providing a practice framework for TSA Youth Services, it represents our commitment to ensuring all services and practices are age and developmentally appropriate.

This document is an essential element of all TSA Youth Services and will create safe places for children, young people, families and communities.

The Salvation Army
Mission Portfolio
Social Mission
Youth Services
Family Violence
Homelessness
Alcohol and Other Drugs (AOD)
Community Engagement
Policy, Research and Social Justice
Mission Support

TSA Youth Services

The Salvation Army (TSA) Youth Services offer an integrated suite of targeted programs engaging with young people across Australia on their journey to independence. These programs create intentional avenues for young people to explore opportunities, build support networks and access, participate and contribute to their communities.

The Salvation Army becoming one National Territory provided TSA Youth Services the opportunity to deliver a united voice on the issues impacting young people, increase innovation, develop stronger partnerships and deliver greater impact for young people.

The Salvation Army's decision to have the Youth Services stream displays the commitment to, and importance of, age and developmentally appropriate services and responses to young people. Journey to Independence will ensure we move from service and state responses to a consistent national delivery model providing significant opportunities for young people, our services and the sector.

Whilst the concepts discussed in Journey to Independence are familiar to all TSA Youth Services, the model brings intentionality and focus to our work and will see changes in the way we currently deliver services and interact within the sector.

Our National Model of Care will:

» **Generate improved outcomes for young people**

» **Improve accessibility and quality of services**

» **Advance our expertise, practice and skills, strengthening our offering to young people**

» **Enhance our capacity to be a leading service provider in the sector and promote systemic change**

In delivering services to young people, we acknowledge the diverse roles and contributions of the entire TSA Youth Services stream. Staff work across varied roles 24-hours a day, 7 days a week, holistically supporting young people. All roles across the stream play a critical part in the implementation, delivery and success of Journey to Independence nationally.

The Salvation Army has a strong and ongoing commitment to safety and a zero-tolerance approach to abuse and harm of children and young people.

Every member of The Salvation Army is bound by the organisational Code of Conduct, which ensures accountability for the safety of children and young people.

Journey to Independence

Through consultation with young people, it was identified that naming our Model of Care was important in ensuring an alignment of language and focus as we move to a new national model.

'Journey' was identified as a reflection of our time in a young person's life and honours the resilience and determination demonstrated throughout their journey. Adolescence is often described as a period of transition to adulthood, or 'independence'. Independence means different things to different people, encompassing feelings of confidence and competence, being able to make informed choices and having equal access to opportunities.

We acknowledge the importance of the roles we play in the lives of young people and commit to ensuring we provide for their ongoing journey to independence and fulfilling their dreams and aspirations.

Key Stages of Model of Care Development

ANALYSIS
» Outcomes
» Successes
» Data review
» Current models
» Challenges
» Site visits

LITERATURE REVIEWS
» Models of practice
» Evidence-based practice
» Journal articles

ONGOING CONSULTATION

A range of expertise was incorporated from young people, external partners and a broad range of TSA personnel and departments

WORKING GROUPS

In developing the Model of Care, a working group was created to undertake a range of activities

Young People Achieving Their

Full Potential

Journey to Independence

Outcome Domains

Service Delivery Responses

Principles in Practice & Service Delivery Elements

Psychologically Informed Environments

Relationships

Reflective Practice

A Strong Workforce Culture

Foundational Principles

6 — OUTCOME DOMAINS

EDUCATION TRAINING & EMPLOYMENT	HOUSING	SOCIAL INCLUSION & PARTICIPATION	HEALTH & WELL-BEING	LIFE AND LIVING SKILLS	RELATIONSHIPS

5 — SERVICE DELIVERY RESPONSES

ALCOHOL & OTHER DRUGS	DRIVER TRAINING	EDUCATION	EMPLOYMENT & TRAINING	HOUSING & HOMELESSNESS	SOCIAL & COMMUNITY ENGAGEMENT	SPECIALIST THERAPEUTIC RESPONSES	YOUTH JUSTICE

4 — PRINCIPLES IN PRACTICE & SERVICE DELIVERY ELEMENTS

Principles in Practice	Service Delivery Elements
Responsive to Culture and Diversity	Prevention and Early Intervention
Person-Centred	No Wrong Door
Family Inclusive	Care Coordination
Child Focused	Group Work
Collaborative Partnerships	Transition Planning and Support

3 — PSYCHOLOGICALLY INFORMED ENVIRONMENTS

Relationships

Psychological Awareness	Staff Training & Support	Learning & Enquiry	Spaces For Opportunity	The 3 R's
Psychological Framework	Workforce Development Strategy	Lived Experience & Participation	The Physical Environment	Rules
Emotional Intelligence	Practice Support	Evidence Generating Practice	The Social Spaces	Roles
	Training	Outcomes Measurement Framework	Safe Environments	Responsiveness
	Professional Development	Practice & Process Evaluation	Strengthening Opportunities	
		Sector Engagement		

Reflective practice

2 — A STRONG WORKFORCE CULTURE

1 — FOUNDATIONAL PRINCIPLES

FLEXIBLE CREATIVE & INNOVATIVE	PERSON-CENTRED & YOUTH FOCUSED	ACCESSIBLE & INCLUSIVE	EVIDENCE GENERATED & OUTCOMES FOCUSED	HOLISTIC & EMPOWERING

Foundations of Care

The rain came down, the streams rose, and the winds blew and beat against that house., yet it did not fall because it had its foundation on the rock.

– MATTHEW 7:25

The foundations of care are the structural pillars of Journey to Independence. They underpin all aspects of service design and delivery.

The principles of Journey to Independence are strongly aligned to the mission, vision and values of The Salvation Army, and detail our commitment to deliver these throughout all aspects of our work.

"Transformation is at the heart of what we do. We remain true to our vision that the lives of individuals can be transformed, providing freedom, hope and living life to the fullest. Our mission also directs us to strive for a reformed society, where lives are filled with light and love. We must also transform to be a modern expression of The Salvation Army, we need to be. We will be people who not only seek to transform the individual but the whole community."[1]

Principles

Principle	Living our Values	Definition
FLEXIBLE, CREATIVE AND INNOVATIVE	*Compassion, respect and collaboration*	We seek opportunities for young people to actively lead their journey.
		We create environments that promote the development of imaginative and dynamic pathways for young people and their communities.
		We encourage disrupting the present to create new and exciting opportunities for young people.
HOLISTIC AND EMPOWERING	*Compassion, respect and diversity*	We celebrate the uniqueness of each young person, considering their life experiences, skills and aspirations.
		We provide support that engages the whole young person, including physical, intellectual, emotional, social and spiritual well-being.
		We support young people to harness their personal power to determine their own future.
PERSON-CENTRED AND YOUTH-FOCUSED	*Integrity, respect and collaboration*	We promote the leadership of young people throughout their journey, honouring individuality and choice.
		We ensure young people are central in driving all aspects of service design and delivery.
EVIDENCE GENERATED AND OUTCOMES FOCUSED	*Integrity and collaboration*	We commit to a dynamic learning culture where research and evidence informs our practice.
		We believe holistic, sustainable outcomes are fundamental to enhance future life opportunities for all young people.
ACCESSIBLE AND INCLUSIVE	*Integrity, respect and diversity*	We provide services that are readily available and beneficial for all young people.
		We challenge barriers to inclusion through ensuring fair and equitable access to support.
		We foster inclusive environments where young people feel welcomed and safe.
		We value, respect and embrace the diversity of all young people

'Let us not love with words and speech, but with actions and in truth'

– 1 JOHN 3:18

The Salvos see culture as the ideas, customs, practices, standards and behaviours that drive us to serve God and humanity.

You may have heard the famous quote, **'Culture eats strategy for breakfast'.**

There is truth to that — unless we have a strong, welcoming and inclusive culture, then all of our plans and visions are of no account.

And as the biblical writer of Proverbs 29:18 wrote, **'where there is no vision, the people perish'**[2]

Colonel Mark Campbell

Culture

Culture is the link between individual and collective behaviour, referring to the idea that organisational culture is embodied in individuals but shared by the collective.[3] Our culture directly influences outcomes, drives engagement and creates a safe and dynamic learning environment.

All staff model our new ways of working and play their part in developing a stream culture that:

» **holds ourselves equally accountable for the success of young people and each other**

» **values all challenges as learning experiences**

» **actively seeks and values the voice of young people**

» **promotes the safety and safeguarding of children and young people**

» **models a high level of professionalism in all interactions**

» **values the expertise and support of others**

» **encourages initiative and passion**

» **inspires young people to believe in their capacity and potential**

» **encourages meaningful and creative participation of staff and young people**

» **communicates effectively, actively listens, is empathetic and self-aware**

» **respects and values all young people, staff and stakeholders**

» **sees value in self-evaluation**

» **embraces continuous quality improvement**

» **promotes self-determination**

» **demonstrates high levels of transparency and honesty**

» **encourages enthusiasm and creativity**

» **celebrates and shares success**

Psychologically Informed Environment (PIE)

Across The Salvation Army Youth Services, we have identified Psychologically Informed Environments as the evidence based, theoretical framework for conceptualising young people and their unique needs. It is the foundation for the development of Journey to Independence.. PIEs are services designed and delivered in a way that considers the emotional and psychological needs of all individuals within them.[4] PIE supports young people to make necessary changes in their lives in areas such as managing behaviours, emotional and psychological well-being, improving relationships with others and promoting positive coping strategies.[5]

The PIE approach is a psychosocial model that places young people's experiences, psychological and emotional needs, and their surrounding social environments and systems at the heart of everything we do. Focusing on the interaction between individuals and their environments, PIE utilises practice approaches that are informed by psychological theories and frameworks to improve the psychological, social, physical, emotional and spiritual well-being of children, young people and their families.

The PIE components and elements can be applied across all TSA Youth Services environments including alcohol and other drugs, driver training, education, employment and training, housing and homelessness, social and community engagement, specialist therapeutic responses and youth justice.

The PIE model consists of two fundamental components that are embedded across all we do:

1. Relationships

Developing trusting and empowering relationships with young people is the primary goal. Genuine care through relationship building is considered the principle tool for facilitating change and every interaction between staff and young people is an opportunity for development and learning.

2. Reflective Practice

Intrinsic to PIE is the use of reflective practice. Reflecting on practice provides staff the opportunity to share knowledge and experience with others, consider and process what they do and why they do it; in order to provide best-practice responses for the benefit of young people.

? WHY PIE?

A PIE aligns strongly to the mission of The Salvation Army, in offering services that actively display care and compassion through a holistic approach to each person that responds to the whole of person, focusing on relationships and wider community connections as well as working to reduce barriers that exist within social systems.

Young people who present to TSA Youth Services have often experienced complex developmental and interpersonal trauma that increases their likelihood of experiences of homelessness, violence, incarceration and disengagement from education, training and employment. This group are at a high risk of exposure to various detrimental factors such as poverty, drug use, poor nutrition, damaging interpersonal relationships, abuse, neglect and limited health care.

These experiences can make it challenging for young people to access the services they need and has the potential to perpetuate the cycle of disadvantage. Research relating to the impacts of trauma suggests that when we meet the emotional and psychological needs of young people, we are able to create intentional avenues for young people to explore opportunities, foster hope and bring about sustainable interpersonal change that enables them to reach their full potential.

Additionally, the PIE framework consists of 5 key elements:

PSYCHOLOGICAL AWARENESS

» An awareness of the psychological, emotional and social needs of people, and how these needs can motivate both helpful and unhelpful behaviour and responses. Staff utilise emotional intelligence to accurately assess and respond to emotions and behaviours, which in turn models this skill and helps to develop it within young people.

» A psychological framework that ensures a shared understanding of, and responsiveness to, the psychological needs of young people we support.

STAFF TRAINING AND SUPPORT

» Equipping and supporting staff to respond to behaviours of concerns as unmet psychological and emotional needs whilst also considering the unique role of adolescent development and trauma.

» Managing vicarious trauma and building staff capacity and confidence to move away from crisis management to work in a more therapeutic, consistent and planned way.

» A comprehensive workforce development strategy that defines the priorities of TSA Youth Services to meet the broad range of workforce needs and requirements and ensures we are responsive to the emerging and future needs of young people.

LEARNING AND ENQUIRY

» A culture of enquiry where staff display genuine enthusiasm for questioning and learning, with the intention of understanding and continuously improving practice.

» Authentically and meaningfully incorporating the voice and experiences of young people to widen our perspective and build our capacity to understand and respond to the priorities of young people.

» Evaluation of outcomes enabling staff and young people to measure service effectiveness and evidence service impact.

» Sector engagement that enhances professional learning and leads to improved referral pathways, opportunities and sustainable outcomes for young people.

SPACES FOR OPPORTUNITY

» The physical environments and social spaces are adapted and enhanced, promoting the development of therapeutic relationships, active participation and social inclusion.

» A strong focus on young people's physical, emotional, psychological, spiritual and cultural safety.

» Targeted advocacy that creates pathways and opportunities for young people to access the resources and supports they need, and to feel empowered and connected across multiple service pathways.

THE 3 RS – RULES, ROLES AND RESPONSIVENESS

» A culture that promotes autonomy, mastery and purpose, where rules are kept to a minimum and exist to promote decision making, maintain safety, build connections, promote boundaries and set clear limits.

» A commitment to the non-exclusion of young people and the use of 'elastic tolerance' as a way of positively responding to behaviours of concern

» Clearly defined roles and responsibilities that maintain predictability and consistency within relationships and in the social environment.

» Creatively work to develop a sense of community, shared ownership and belonging by facilitating opportunities for young people to undertake formal and informal roles within daily service provision.

» Responding to the individual needs of young people with adaptability and versatility.

» Being aware of and be willing to act on the emerging needs and challenges within communities

At the core of PIE is the belief that positive relationships are the vehicle through which young people develop a sense of security, positive self-image and self-worth. This promotes their ability to develop adaptive and prosocial behaviours that lead to sustainable change and positive outcomes. Most young people who access social services have experienced trauma in their childhood, family, community, at school or within other institutions. In many cases this trauma occurs within an interpersonal relationship. Healthy, supportive and safe relationships repair the damage from previous interpersonal injuries and provide a foundation for young people to establish goals, develop confidence and increase their self-worth.

We promote relationships that give young people the freedom to be themselves, support their growth and empower them to cultivate a positive sense of self. These supportive encounters bring about sustainable interpersonal change that fosters engagement and encourages young people to reach their full potential. Effective working relationships require empathy, unconditional positive regard, mutual respect and dual commitment. Role modelling healthy and safe relationships acts as a framework to demonstrate to young people what they should expect from other services, informal supports, intimate relationships and their peers.

TSA Youth Services acknowledge that young people do not exist in a silo, nor are they defined by their current situation or relationships. They have many varied relationships with families and communities that they will carry with them long after service support ceases. They are the relationships that contribute to a young person's identity, belonging and security, and can lead to better outcomes and opportunities long term. We respect and acknowledge all relationships defined as important by young people and make every effort to support young people to develop, maintain and restore their informal relationships.

In establishing and maintaining safe relationships, staff are aware of the dynamics of unsafe or unhealthy relationships and actively work to mitigate these to avoid disempowering or re-traumatising the young person.

a. Self-Awareness

Staff self-awareness is crucial in the maintenance of healthy and safe relationships with young people. Staff support, reflection and training is extensively provided to help develop the ability to create and maintain healthy and empowering relationships.

It is solely the responsibility of staff to bring reflection, awareness, education, professionalism and guidance to the relationship. Staff self-reflection leads to stronger relationships through consideration of their role, purpose, scope and position within service provision.

b. Power

Staff are acutely aware of the power dynamics that exist within their relationships with young people. The relationships developed with young people actively address and mitigate power imbalances and restore choice, autonomy and a sense of control for the young person. We do this by maintaining respect for the young person's dignity and autonomy, validating strengths, articulating limits to the professional role, clear contracting, encouraging self-help and the use of groups.[7]

c. Boundaries

Boundaries provide the opportunity for transformative change. Establishing and maintaining boundaries is respectful, empathetic, ongoing and clear. Boundaries are relational, requiring an emphasis, not simply on distance, but also on connection. We distinguish between boundaries, which are dynamic and can be deployed flexibly, and barriers which are static and prioritise consistent application.[8] Developing and sustaining boundaries articulates care from staff, not only the limitations of this care. In addition to managing boundaries within the working relationship, staff support young people to develop and manage their boundaries with others.

d. Behaviour as Communication

We acknowledge and understand that behaviour is communication. Young people who have experienced trauma can find it challenging to express themselves. This can be due to experiencing adverse consequences when attempting to express themselves during childhood. Unfortunately, this can result in young people or their behaviour being labelled as 'challenging'. When we develop effective relationships with young people, we are provided an opportunity to demonstrate effective and positive communication through role modelling and psychoeducation. Our engagement with young people is consistent and empathetic regardless of what a young person may be experiencing. When young people present with challenging behavioural responses, we consider the origins of the behaviour, what the message behind the expression might be and respond with validation, kindness, compassion and empathy.

e. Effective Communication

As a foundation to our practice, staff demonstrate effective verbal and non-verbal communication, active listening, empathy and self-awareness in all interactions with young people.[9] Communication is critical to developing and maintaining effective working relationships. Open communication assists to develop rapport and demonstrates collaboration and trust that ensures young people are informed, engaged and at the heart of service delivery. Staff are cognisant of barriers to effective communication and actively work to reduce these in our practice.

Our communication with young people demonstrates that we value them as a whole person. We take the time to get to know the young person, explore their interests, hobbies, identity and ask about their day. This demonstrates genuine care and respect and therefore develops stronger relationships which positively impacts outcomes.

f. Professional Curiosity

When we consider the quality of relationships as a significant factor in engagement with young people, as well as enabling young people to feel safe in sharing, we see every interaction with a young person as an opportunity to develop high-quality therapeutic relationships. We utilise professional curiosity as an approach to building relationships that promote healing and growth. When presented with information, we take the time to listen and ask questions that further explore individual contexts. Applying professional curiosity ensures we do not make assumptions and allows us to capture young people's unique experiences of the world.[10]

Genuine and respectful curiosity is at the heart of trauma informed care and seeks to understand young people's trauma histories and how these experiences have shaped their relationships, their feelings and behaviours and their sense of self.[8]

"Professional curiosity is an approach that emphasizes empathy and partnership, as such; it decreases resistance and is consistent with the spirit of Motivational Interviewing".[11]

2 Reflective Practice

Reflective practice is 'intentional learning through and from experience to gain new insights of self and practice'.[12] Reflective practice is an essential component of Journey to Independence. Together with relationships, it is fundamental in the delivery of all five elements of PIE in practice. Reflective practice enables staff to critically reflect on the relationship between themselves and young people, as well as the wider relationship the young person holds with the organisation. It is a deliberate learning process, allowing staff to build on their knowledge and develop more insightful modes of practice.

Reflective practice promotes self-awareness. Staff reflect on their own attachment styles and the ways that their own beliefs, values, attitudes and experiences might hamper their engagement style and unwittingly reproduce disempowering dynamics.[6] Reflective practice leads to stronger relationships and better outcomes through consideration of roles, purpose, scope and position within practice.

Staff engage in reflective thinking daily, through supervision sessions and in formal group reflective practice settings. Group reflective practice provides a regular, deliberate collaborative reflection between individual staff, a supervisor and peers, that builds on workers' use of their thoughts, feelings, and values within a client encounter. Where possible and appropriate, group reflective practice is delivered with a psychologist who presents staff with the opportunity to be trained in basic psychological techniques. This allows staff to openly name interpersonal processes and help young people develop healthier ways of interpersonal engagement.

Staff engage in reflective thinking daily, through supervision sessions and in formal group reflective practice settings.

3 Psychological Awareness

a. Psychological Framework

To ensure the psychological and emotional needs of young people are at the centre of our thinking and practice, youth services employ a range of interconnected psychological theories and approaches. These theories and approached support us to explain, predict, understand and interrupt behaviour and acknowledges that young people do not benefit from a one-size fits all approach. The selected theories are specifically relevant to young people and allow a shared understanding of the challenges young people may face and how best to support their growth and independence.

Theoretical Frameworks – Informs our responses

Trauma Informed Care – An approach to practice

Practice Approaches and Therapeutic Responses – The practical applications

Attachment Theory

Attachment theory states that early attachment to caregivers provides an 'internal working model' of how safe we interpret the world to be, how relationships typically function as well as our own level of worth.[15] As we develop, these early experiences influence how we express our feelings, develop relationships with others and respond to and manage situations within our life. Through the lens of attachment theory, staff seek to understand young people's early attachment experiences and the subsequent blueprint that has formed their world view, sense of self and function of future relationships. This blueprint defines how young people interact and relate to others and provides context to their behaviours and worldview. Staff are in a unique position to develop a genuine and healthy relationship with young people, providing a secure base and safe haven for the foundations of effective support.[16]

Developmental Theory

Developmental theory provides a framework for understanding the distinct stages of development. When we consider the unique role of adolescent development and trauma, developmental theory provides contextual insights into young people's capacity, thoughts and behaviours. With this knowledge, service provision is adapted to ensure appropriate and effective support is provided.[15]

Social Learning Theory

Social learning theory focuses on the learning that occurs within social contexts. It proposes that most learning is attained when we observe other people's behaviours, attitudes and emotional reactions, reflect on what we see and learn by copying others.[15] It suggests that learning occurs in the context of our lived experience of participation in the world and through interpersonal relationships, young people imitate and model behaviours, where observation is the source of learning.[17] PIEs offer an environment where vital life skills and healthy interpersonal behaviours are modelled to strengthen young people's self-belief and support them to make healthy choices that lead to sustainable outcomes.

Systems Theory

Systems theory describes human behaviour in terms of complex and interrelated systems. It incorporates both the psychological development of a young person and the intertwined social factors that exist.[15] Systems thinking asks us to look beyond individual presentations and current situations and seek to understand the young person in the context of multiple competing external factors. Staff work with young people to broaden and strengthen their awareness of these influences and begin to build their capacity to manage both themselves, their environments and how these interact. When these environments are harmonious and power is shared, young people have increased access to resources and strong social connections.[15]

PIEs offer an environment where vital life skills and healthy interpersonal behaviours are modelled to strengthen young people's self-belief and support them to make healthy choices that lead to sustainable outcomes.

TRAUMA INFORMED CARE (TIC)

TIC is a strengths-based framework that is grounded in an understanding of, and responsiveness to, the impact of trauma, that emphasises physical, psychological and emotional safety for providers and young people, that creates opportunities for young people to rebuild a sense of control and empowerment.[13]

TIC incorporates five primary principles of:

1. **Safety**
2. **Transparency and trustworthiness**
3. **Choice**
4. **Collaboration and mutuality**
5. **Empowerment**

Below are a set of principles which provide a framework for understanding and implementing TIC.[14]

I — We acknowledge the prevalence of trauma and understand the impact of trauma on the emotional, psychological and social well-being of individuals and communities;

II — We promote safety and recognise the social, interpersonal, personal and environmental dimensions of safety;

III — We value and respect the individual, their choices and autonomy, their culture, and their values;
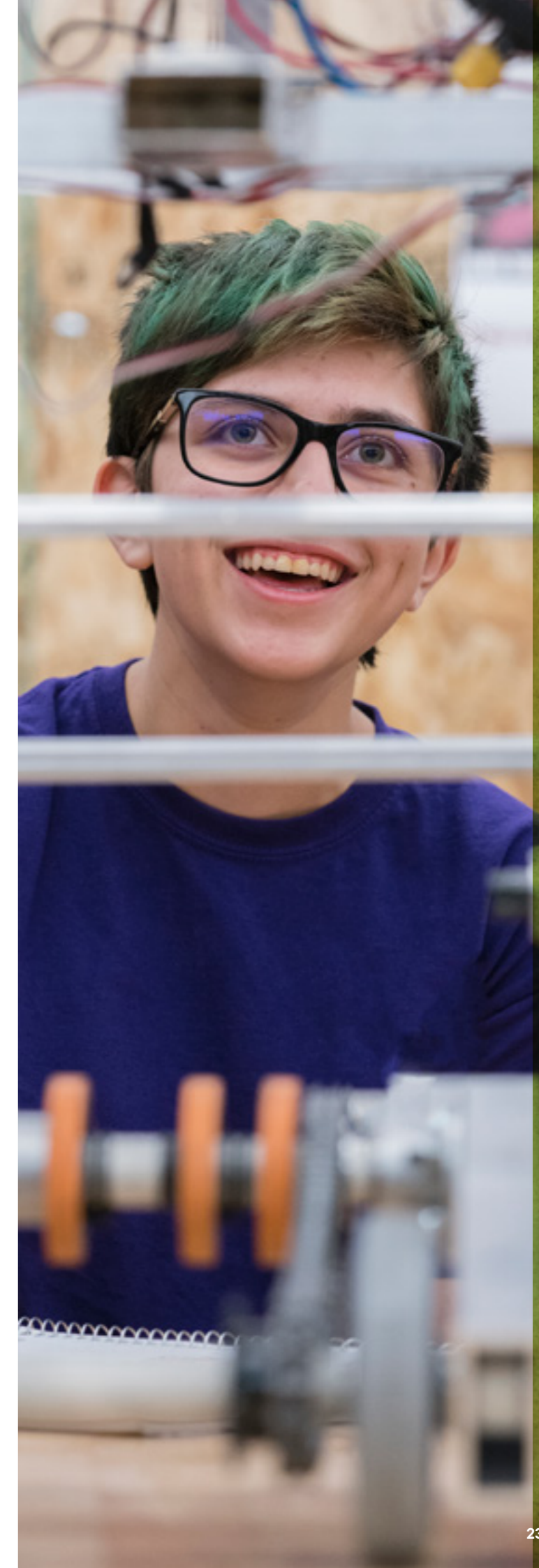
IV — We foster healing relationships where disclosure of trauma is possible and is responded to appropriately;

V — We promote collaborative, strengths-based practice that values the person's expertise and judgement;

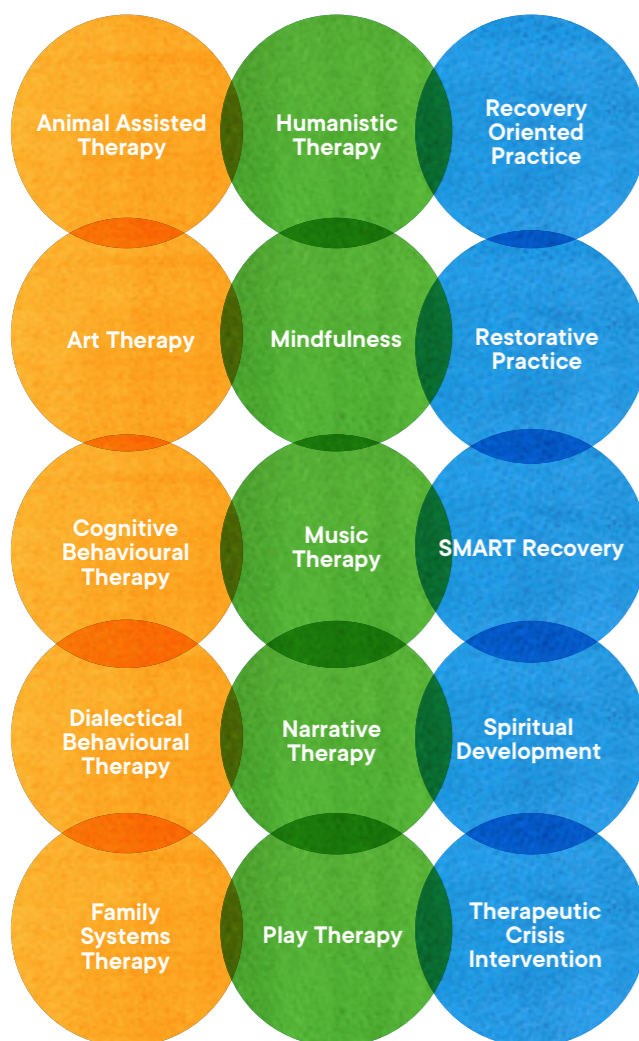**VI** — We recognise the impact of power and ensure that power is shared.

Integrated within our conceptual framework and strengthening the offering of Journey to Independence are a range of foundational practice approaches and therapeutic response that are adopted by all services.

HARM REDUCTION

MOTIVATIONAL INTERVIEWING

POSITIVE BEHAVIOUR SUPPORT

STRENGTHS-BASED PRACTICE

SOCIAL EMOTIONAL LEARNING

SOLUTION FOCUSED PRACTICE

PERSON-CENTRED PRACTICE

Dependant on the service delivery type, a staff member's role, knowledge and skillset, specialist complimentary practice approaches and therapeutic responses are employed to tailor support to the individual needs of young people and ensure person-centred care is delivered.

Animal Assisted Therapy	Humanistic Therapy	Recovery Oriented Practice
Art Therapy	Mindfulness	Restorative Practice
Cognitive Behavioural Therapy	Music Therapy	SMART Recovery
Dialectical Behavioural Therapy	Narrative Therapy	Spiritual Development
Family Systems Therapy	Play Therapy	Therapeutic Crisis Intervention

b. Emotional Intelligence

Robin Johnson describes psychological awareness as 'the psychology that we all have, and use, as human beings' and links it to the concept of emotional intelligence.[18] Emotional Intelligence is the ability to understand, use, and manage one's emotions. It is the way people combine their thinking with their feelings, to make better quality decisions and to build authentic relationships. Emotional intelligence also includes the ability to be empathetic and communicate effectively with others.

Through supervision and reflective practice, staff are supported to assess and build emotional intelligence competencies in order to effectively support young people. Staff utilise systems thinking to shift perspective, accurately assess and respond to emotions and behaviours and manage the emotional environment. We know that normative adolescent brain development impacts young people's capacity to manage their own and others' emotions. We role-model emotional intelligence and proactively support the development of emotional understanding in the young people we work with.

Emotional Intelligence has four elements:

1. **Self-Management - The ability to manage and control your emotional reactions and impulses whilst maintaining emotional honesty and integrity.**

2. **Self-Awareness - The ability to recognise and name your own emotions and understand how they affect your thoughts and behaviour. Self-awareness extends to having an accurate awareness of one's character and an understanding of how you are perceived by others.**

3. **Social Awareness - The ability to take the perspective of and empathise with others. It involves having the capacity to consider and anticipate how others are likely to feel and react.**

4. **Relationship Management - The capacity to develop and manage healthy relationships. It requires emotional awareness and effective communication to intentionally inspire, influence and manage conflict.**

4 Staff Training and Support

Central to embedding a PIE and of particular importance to the implementation and ongoing success of Journey to Independence is the importance of staff training and support.

Staff training and support ensures we are able to provide a highly skilled workforce with the appropriate expertise, qualifications and skills to effectively engage young people. We are acutely aware of the implications of burn-out and vicarious trauma and promote staff competence, satisfaction, safety and well-being through a variety of practice support mechanisms, including:

» **Foundational training that develops a basic understanding of trauma, psychological theories and therapeutic practice approaches**

» **Place based training that facilitates an awareness of local issues impacting young people and their communities**

» **Regular cultural awareness, competency training and professional development**

» **Consistent and deliberate team approaches to working with individual young people**

» **A culture of collaboration across all roles that ensures guidance is provided in relation to practice and decision making to work through challenges associated with everyday practice**

» **Regular informal individual and group check-ins**

» **A culture of relational safety where staff are able to openly discuss their concerns, vulnerabilities and challenges**

» **Reflective practice, both in a monthly group format and within individual supervision**

» **Regular formal supervision that facilitates professional and practice development**

» **Facilitated opportunities for professional external supervision that provides a neutral space, further supporting professional practice and quality care**

» **Facilitated opportunities for cultural support and consultation**

» **Debriefing opportunities following critical incidents**

» **Organisational reviews of critical incidents to promote learning, quality improvement and practice development**

Staff training and support is also provisioned through a comprehensive workforce development strategy. This strategy defines the priorities of TSA Youth Services to meet the broad range of workforce needs and requirements and ensures we are responsive to the emerging and future needs of young people. Our workforce development strategy addresses:

» **staff recruitment and retention**

» **comprehensive organisational, stream and service inductions**

» **recruitment, retention and support of a diverse workforce that is responsive to the needs and cultural context of young people**

» **a diverse and inclusive workforce that promotes opportunities for shared knowledge and learnings**

» **support and development of emerging leaders**

» **competency and capacity building that promotes psychologically informed and evidence based therapeutic practices**

5 Learning and Enquiry

Journey to Independence adapts the element of learning and enquiry across all levels of Youth Services. When we create a culture that critically and intentionally reviews our practice and performance, we foster change and innovation that leads to improved and sustainable outcomes for young people.

"If we do not measure the impact of what we do, then we will not know which methods are most effective in which circumstances, and which methods are not so effective...Part of the aim of the PIE approach is to create an environment in which positive learning and positive change can happen for everyone, staff and clients alike; evaluation and outcome measurement is part of this"[19]

A culture of enquiry is defined as an organisational culture and environment where staff display genuine enthusiasm for questioning and learning, with the intention of understanding and continuously improving practice.[20] We consider data an essential tool in the process of self-evaluation as it enables us to critically reflect on the outcomes of our practice and ensures the work that we do is benefiting the young people we

service. We know that collecting data requires more than organisational systems, frameworks and tools. It requires the development of a culture that has a genuine commitment to self-evaluation and prioritises the use of data in all decision-making.[21]

'Data becomes of and for their organization, rather than something that is done to them. When these behaviours and attitudes begin to take root in an organization, it becomes just a matter of time before rapid, agency-wide changes in practices and norms take place'[21]

a. Lived Experience and Participation

Youth voice is critical to learning, evaluating performance and creating change. It also plays a critical role in the development and delivery of quality, accountable and inclusive youth led services. When we authentically incorporate the voice and experiences of young people, we widen our perspective and build our capacity to understand and respond to the priorities of young people.

We are committed to learn from young people's lived experience through a variety of participatory mechanisms that measure the impact of our practice. Across all levels of TSA Youth Services, we reflect on this data and engage in further conversations with young people to validate our findings and facilitate the space for youth led initiatives.

We acknowledge there is risk to young people within participation activities and commit to ensuring a safe environment through the implementation of organisational participation frameworks. We are mindful of the questions we ask young people and ensure that the questions we ask are intentional and purposeful.

Activities are ethical and include adequate informed consent and protective practices that safely engage young people who participate in community and other external avenues. We provide training and resources that equip young people with the necessary knowledge and skills to participate in meaningful ways. To acknowledge the invaluable expertise and time required of young people for some engagements, we commit to ensuring fair and equitable compensation in line with internal frameworks.

Youth Services facilitate the following levels of participation:

Low level participation   *Medium level participation*   *High level participation*

INFORM AND CONSULT

Newsletters
Websites
Social media
Peer meetings
Suggestion boxes

INVOLVE AND COLLABORATE

Complaints processes
Focus groups
Surveys
Reference groups
Community engagement activities
Training
Participation in research and tender writing

PARTNERSHIP AND CO-DESIGN

Advisory groups
Conference attendance and presentations
Advocacy
Recruitment
Service design and delivery

b. Evidence Generating Practice

Evidence generating practice means empirically assessing the effectiveness of the service to determine what works so that it may be continued and ceasing what doesn't. It involves integrating evidence alongside practice expertise and the voice of young people. Having an enquiring mind means our staff ask questions, seek answers to those questions by reviewing relevant evidence, and then integrate this evidence into practice.[20] Evidence generating practice challenges the bias and assumptions that we may carry about young people, their situations and environments and ensures our responses are grounded in evidence, are flexible and creative.

The use of reflective practice also provides opportunities to periodically assess outcomes, not only to enhance practice but to motivate staff and young people as they see progress towards their desired goals and allows us to shift trajectory when particular practices are not working.[22]

c. Outcomes Measurement Framework

To ensure thorough implementation, the quality of the model and sustainable outcomes of Journey to Independence, a formal evaluation framework has been developed. Through the implementation of this framework, TSA Youth Services will build our evaluation capacity. This will enable us to understand what is working well, which elements of the program could be improved and why. This knowledge will ensure young people and their communities benefit from our programs and that we are continually adapting, evolving and improving our services. Analysing demographic data ensures we are aware of the communities we work in, enables early identification of emerging trends within our communities and remain receptive and adaptive to changing community needs.

'If you want to make a difference you need to know if you are, or not' – Prof. Paul Flatau

The outcomes measurement framework provides an overall guide to ongoing evaluation across TSA Youth Services, including process, outcomes and measurement. It includes an overall program theory/logic model and principles to guide the planning, management and conduct of evaluations. The framework will outline ways to capture and communicate the differences Journey to Independence is making in young people's lives and seek their feedback on how we can improve our responses. It also provides guidance on data collection, indicators for process and outcomes evaluation, data analysis, reporting and data management processes.

d. Practice and Process Evaluation

Journey to Independence consists of multiple elements that together provide a comprehensive model of care. Our outcomes measurement framework focuses on the effectiveness of Journey to Independence in achieving outcomes for young people, whereby, practice and process evaluation focuses on the quality, effectiveness and fidelity of the individual components. The data obtained from practice and process evaluation will allow us to determine if Journey to independence is being implemented in its entirety, as well as identifying any adaptations to the model, areas of strength and any barriers to implementation. These insights will ensure targeted responses and further resourcing can be provided.

Practice and process evaluation will utilise multiple measures, including:

» **Supervision and reflective practice evaluations**
» **HR analytics**
» **Case file audits**
» **Partnership reviews and evaluations**
» **Incident, complaint and feedback analysis**
» **Environmental and property assessments**
» **Surveys, interviews and focus groups across a variety of stakeholders**
» **Desktop audits and on-site evaluations**

When we authentically incorporate the voice and experiences of young people, we widen our perspective and build our capacity to understand and respond to the priorities of young people.

e. Sector Engagement

Sector engagement facilitates innovative learning environments by bringing together sector experts, researchers, academics, consultancy, peak bodies, government and non-government organisations in dynamic partnerships. Across all levels of youth services, we actively participate and contribute to a variety of sector events including but not limited to; conferences, seminars, communities of practice, network events, interagency groups, and collective impact projects.

Our commitment to sector engagement promotes and enhances professional learning by providing an opportunity to:

» **Increase knowledge base**
» **Discuss, challenge and evolve practice**
» **Promote system-wide improvements and support policy change**
» **Understand local, state and national issues impacting young people and learn how other organisations are addressing them**
» **Increase our capacity to address complex social issues**
» **Intentionally work together through the development of new partnerships**
» **Stay up to date with sector trends**
» **Deepen our knowledge, reflect on our practice and collaborate to address shared challenges**
» **Share information, research, innovation and outcomes across the sector**
» **Advance international collaboration and leverage international expertise**

PIEs ask services to determine and continually reflect upon the ability of their physical and social spaces, as well as referral pathways between and within services, to offer respect, empowerment and connection to those who utilise them. PIE recognises that the psychosocial and emotional needs of autonomy, belonging, connection and self-expression can be met through physical spaces and ownership of these. This reflection is an important component to increase the overall emotional health and well-being of those within a service, both staff and young people. These spaces lay an important foundation for meaningful engagement between staff, service and clients.

a. Physical Environment

For a service to be psychologically informed, the physical environment must promote psychological safety, empowerment and connection. The physical building and its internal appearance have the capacity to either positively or negatively impact onto the environment and the people within it. When physical environments are stressful, chaotic, dirty or uncared for, it can influence mood, impact behaviour and motivation and discourage interactions.[23]

To be truly psychologically informed, we integrate the principles of trauma informed care into the physical design of our services with the goal of creating spaces that promote safety, choice, well-being and healing.

In developing the physical environment our services:

» **work with young people to design the physical and social spaces incorporating colour, light and quality furnishings that are designed to promote comfort and ownership.**

» **design the physical environment to contain spaces that are available for both shared experiences and private conversations.**

» **design our physical environments to be accessible for young people living with a disability.**

» **regularly maintain our environments by keeping them clean of clutter and repairing broken or damaged fittings or furnishings as soon as possible.**

» **design youth friendly spaces that incorporate young people's artwork and items of interest.**

» **design spaces that promote recovery including natural light and elements of nature.**

» **provide gender neutral and accessible bathrooms**

» **provide private bedrooms across accommodation services.**

b. Social Spaces

Across all service delivery responses, we creatively use social spaces to promote the forming and development of relationships, sense of belonging and connection to community. This extends beyond the physical buildings we work in and is inclusive of all spaces and environments where we engage with young people.

When working with young people, their families and community, our staff consider how the use of the environment positively promotes connection and engagement. We focus on social spaces that:

» **are co-designed and co-created with young people**

» **enable a sense of belonging, a space for young people to learn, to discover who they are and their place in the world**

» **promote pro-social engagement with peers, staff and community**

» **enable shared activities and informal connection with staff**

» **promote young people's interests and build upon their strengths**

» **foster self-esteem and enhance skill development**

» **facilitate cultural connections that promote relationships, social interactions and learning**

c. Safe Environments

Safe environments are essential to young people's physical, emotional and psychological safety and decreases the likelihood young people will experience re-traumatisation.[24] Young people who feel safe are more likely to learn, engage in social spaces and participate in support.

In enhancing young people's feelings of safety Youth Services staff:

» **immediately respond to situations and behaviours that may jeopardise a young person or others safety.**

» **use strengths-based language in all forms of communication.**

» **utilise effective communication skills and evidence-based de-escalation strategies**

» **model safe behaviour in every interaction.**

» **provide choice to young people on where they feel comfortable meeting.**

» **communicate ahead of time any expected changes to service, individual appointments and staffing.**

» **uphold confidentiality and offer young people the information they need to provide informed consent.**

When we talk about safety, we incorporate all dimensions of safety, including physical, emotional, environmental, cultural, spiritual, religious and systemic.

We promote young people's cultural safety by reflecting on our environment and ensuring we provide a space where culture is visible, acknowledged and valued.

» **Organisational polices regarding access, equity and inclusion are displayed within services.**

» **We are inquisitive about young people's cultural, spiritual and religious beliefs, values and expectations and get to know them, to ensure we have a genuine understanding about what is important to them**

» **Understand and reflect on our own cultural biases and how this influences our work with young people from diverse background**

» **Displaying acknowledgement plaques, the Aboriginal flag and the Torres Strait Islander flag, Aboriginal and Torres Strait Islander artwork and cultural posters as a physical sign of welcome to Aboriginal and Torres Strait Islander peoples**

» **Use inclusive language and imagery on posters, leaflets, service websites and social media that represents the diversity of the young people we work with**

» **We show respect for young people's gender by correctly using names and pronouns**

» **We show genuine interest in each young person and acknowledge the diversity within the groups to which they belong**

» **We respect young people's right to confidentiality and do not disclose their gender identity, sexual orientation or intersex status without consent**

YOUNG PEOPLE ARE SAFE…

TO EXPRESS THEIR THOUGHTS AND FEELINGS WITHOUT JUDGEMENT

TO EXPRESS THEIR IDENTITY

FROM UNFAIR AND UNJUST PROCESSES

FROM HARM AND

WITHIN SELF, RELATIONSHIPS AND COMMUNITY.

d. Strengthening Opportunities

Advocacy creates pathways and opportunities for young people to access the resources and supports they need, supporting both empowerment and connection. Young people experience powerlessness and limited agency in several life domains. Young people often have adults speak on their behalf and make decisions regarding housing, education, family, health, finances, justice, religion, spirituality and identity. Compounding this, the vulnerability of young people tends to be reinforced by societal attitudes and legal and political processes.

Advocacy is not only conceptualised as speaking for a young person. Our staff recognise a young person's skill, power and capacity to self-advocate and champion their individual agency. Individual agency refers to the capacity of a young person to act independently, make their own free choices and affect their own change. Self-advocacy can support a young person to develop confidence, a sense of ownership, independence, self-empowerment and problem-solving skills. These qualities can support a young person to navigate challenges throughout the rest of their life.

Advocacy involves facilitating and creating spaces of opportunity for a young person and opening pathways of communication between a young person and agencies or systems. While championing a young person to self-advocate, staff are mindful that speaking up can be challenging for many young people and work with the individual based on their need, capacity and confidence.

Additionally, TSA Youth Services actively engage in strategic advocacy which delivers a strong voice to the issues, needs and achievements of young people. Our systems advocacy is aligned to our expertise, working towards creating change that enhances systems and service delivery outcomes. We leverage our resources, other Salvation Army expressions and partnerships to promote social justice issues and improve the lives of young people.

Our staff recognise a young person's skill, power and capacity to self-advocate and champion their individual agency.

Youth Services facilitate the following levels of advocacy:

Self-advocacy

SUPPORTING YOUNG PEOPLE TO SPEAK OUT FOR THEIR OWN INTERESTS AND RIGHTS

Education and skills development

Provide platforms for young people's voices to be heard

Ensuring young people's participation in decisions that impact their lives

Explore choices and options

Facilitate access to information

Individual advocacy

SPEAKING WITH AND ON BEHALF OF YOUNG PEOPLE

Uphold young people's rights

Promoting and protecting young people's point of view

Articulating the needs of young people to ensure access and equity in service responses

Systems advocacy

REPRESENTING YOUNG PEOPLE AND THEIR COMMUNITY

Provide information, reports and submissions to government on legislation, practices and services that affect young people

Collaborate with sector partners and peak bodies to promote young people's interests to government and community, and influence policy

Social media campaigns that work towards social reform

Articulate the rights and needs of young people within internal changes, structures and personnel to ensure youth voice, access and equity of resources

*Speak up for those who cannot speak for themselves, for the right of all who are destitute
– Proverbs 31:8*

7 The 3 R's

The 3 R's are defined by Robin Johnson as a 'focus on the day to day running of a service' and the ongoing evaluation of the impact these systems may have on young people and their feelings of empowerment and connection.[22]

a. Rules

Further supporting the implementation of Journey to Independence are a suite of national documents that establish practice and govern the operations of all TSA Youth Services. These frameworks and procedures empower young people, encourage participation, provide holistic support, and facilitate purposeful activities that promote and create opportunities for social inclusion.

At a service level, operation manuals work towards mitigating power imbalances, promoting choice and collaboration, and ensuring consistency and predictability. We regularly review all documents to incorporate learnings and ensure that practices and procedures are psychologically informed.

'Rules' within services are kept to a minimum and exist to promote decision making, safety, boundaries and set clear limits; for both staff and young people. We know that an incredibly powerful culture is one that motivates through the promotion of autonomy, mastery and purpose. We are mindful of the language we use, ensuring it is strengths-based, supports empowerment and promotes connection.

NON-EXCLUSION

We are committed to the non-exclusion of services to all young people. We understand that young people who have experienced trauma may at times display heightened and unpredictable emotions and behaviours. We address concerns of safety consistently and in a therapeutic manner by engaging in conversations that are empathetic and empowering. The young people that we work with may utilise a wide variety of unsafe coping skills such as substance use, violence, lying, pleasing or sabotage. We routinely and consistently offer young people the option to learn new coping skills. To support young people to enhance their ability to understand and regulate emotions and behaviours, our staff adopt the use of elastic tolerance.

ELASTIC TOLERANCE

'Elastic tolerance' is offered as a way of positively responding to behaviours of concern, which means recognising that each individual has learnt unique ways of relating to the world and needs individualised support plans and responses. Concerning behaviours are challenged respectfully and consistently to support young people in understanding expectations and boundaries, and young people are encouraged to take responsibility for their choices and actions. Staff work with young people so they both understand the function of any concerning behaviours, and problem-solve new ways to meet the young person's emotional needs. Limit-setting is also important to prevent worker burn-out, whilst also increasing young people's adaptive behaviours and interpersonal skills.

b. Roles

Clearly defined roles and responsibilities are imperative in maintaining predictability and consistency within relationships and in the social environment. Predictability and consistency provides a blueprint for young people to organise their internal world and effectively negotiate how to have their needs met.[26] Our position descriptions and operations manuals clearly define staff roles, responsibilities and tasks, however, are flexible to promote innovation and creativity. Role clarification ensures a shared understanding (for staff and young people) and promotes quality care. Roles and tasks are allocated according to positions, skills and experience, and local processes and systems are in place to ensure clear communication.

Our staff understand that the very nature of these roles places us in a position of greater relative power and this imbalance requires ongoing deliberate strategies that reduce this influence. Staff only areas are kept to a minimum, office doors are open, and we are actively engaged in shared spaces.

We creatively work to develop a sense of community, shared ownership and belonging by facilitating opportunities for young people to undertake formal and informal roles within daily service provision. Roles and responsibilities provide a positive, proactive opportunity for young people to develop their identities, improve confidence, and increase their social networks.[27]

Central to PIE, TIC and participatory roles is the concept of empowerment. Empowerment is the process of recognising, developing and validating young people's strengths. We support young people to identify their strengths and contribute in ways that consider their skills and interests and promoting learning through testing, trying, achieving and making mistakes.

c. Responsiveness

Responding to the individual needs of young people requires staff and our processes to be adaptable and versatile. A PIE encourages us to move away from a 'one size fits all' model, towards a flexible and responsive approach. It asks us to make every effort to tailor the services offered to the needs and preferences of individual young people. When we are responsive, we improve accessibility for all young people.

Being responsive also requires us to be aware of and willing to act on emerging needs and challenges within communities. Although at times we are bound by agreements and contracts, we find ways to be flexible and adapt our practices and programs to meet the needs of young people and their communities.

We know that an incredibly powerful culture is one that motivates through the promotion of autonomy, mastery and purpose.
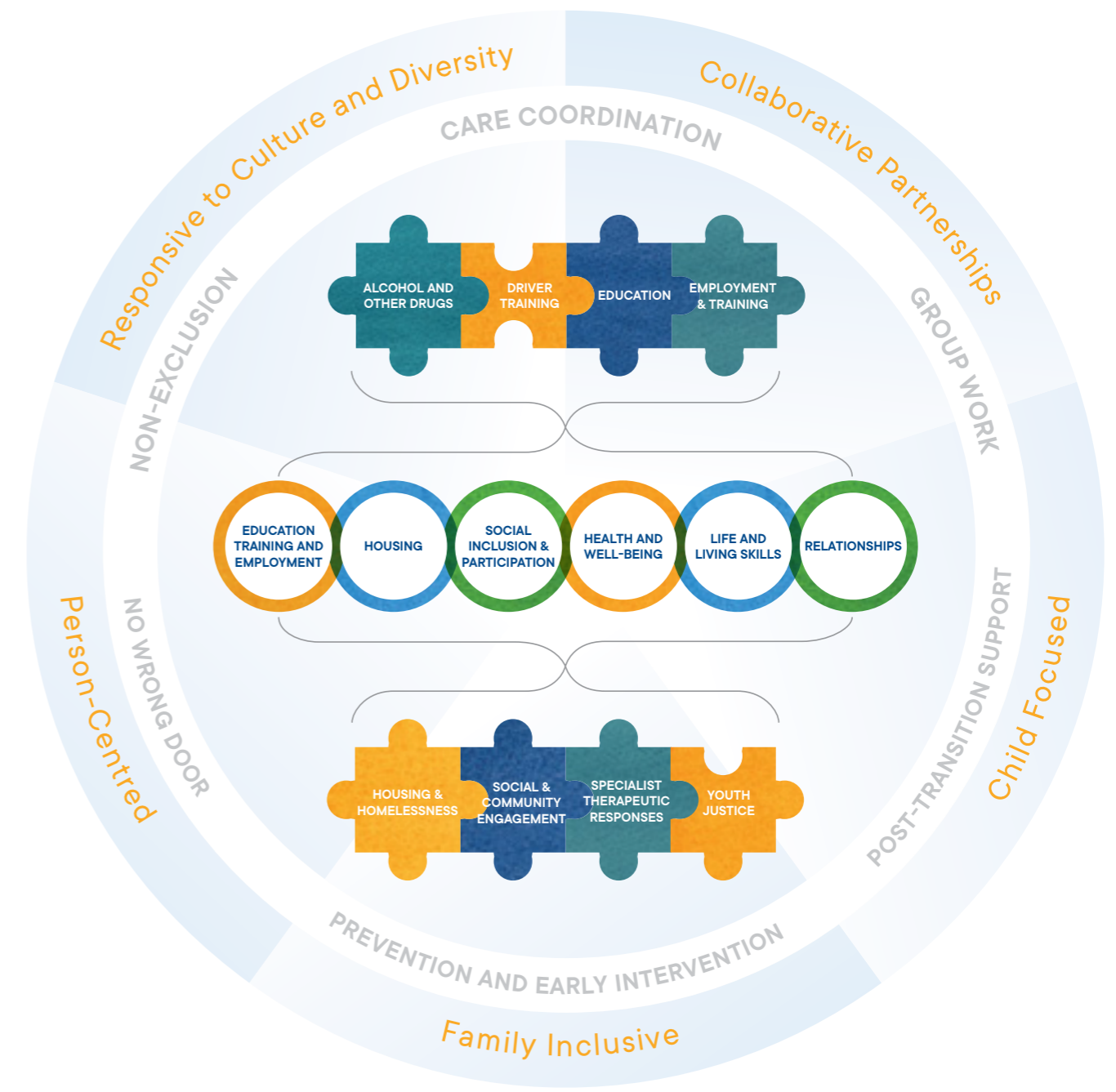
2 Components of Care

Components of care identifies the essential components of effective, high quality service provision.

There are multiple engagement points for young people to connect with us on their Journey to Independence. Service delivery is designed to be fluid, allowing young people to dynamically move within and among our broad range of services. Whilst many of our contractual and service arrangements stipulate an age criterion for eligibility, we work with young people aged between 12-25 years to access the services they need.

Whilst specific program guidelines may require additional eligibility criteria, we are committed to delivering flexible and innovative responses to meet the needs of young people and utilise data to inform future service delivery. Our services length of support will vary across programs and be guided by the young person and a thorough assessment of needs. We will ensure services are informed by evidence and remain engaged for time periods beneficial for the young person, with a strong focus on promoting independence and establishing long term community support systems.

Responsive to Culture and Diversity

Collaborative Partnerships

CARE COORDINATION

NON-EXCLUSION

GROUP WORK

Person-Centred

NO WRONG DOOR

POST-TRANSITION SUPPORT

Child Focused

PREVENTION AND EARLY INTERVENTION

Family Inclusive

ALCOHOL AND OTHER DRUGS

DRIVER TRAINING

EDUCATION

EMPLOYMENT & TRAINING

EDUCATION TRAINING AND EMPLOYMENT

HOUSING

SOCIAL INCLUSION & PARTICIPATION

HEALTH AND WELL-BEING

LIFE AND LIVING SKILLS

RELATIONSHIPS

HOUSING & HOMELESSNESS

SOCIAL & COMMUNITY ENGAGEMENT

SPECIALIST THERAPEUTIC RESPONSES

YOUTH JUSTICE

Providing a platform for success and balance in all life domains, our integrated pathways support young people's physical, emotional, social, spiritual and psychological development.

1 Principles in Practice

a. Responsive to Culture and Diversity

Culturally responsive practice builds on cultural awareness and competence. Self-reflection and positioning are vital to culturally responsive and inclusive practice.[28] Being culturally responsive not only involves ongoing learning about diversity and being aware of what this might mean for service delivery, but also requires an understanding of our own values and cultures as derived from family, background and position in society.[29] Staff use this awareness to mitigate bias', assumptions and any negative impacts on their work with young people and ensure they are providing culturally safe and supportive services.

TSA Youth Services acknowledge the collective and shared experience of people in diverse groups, but also the subjectivity of cultural experience. There is great variety in the ways that young people experience, relate to, and express their culture. Young people are often on a journey of exploring their sense of self and their identity and as staff we do not assume how a young person identifies with their culture or prescribe how a young person explores these areas. The role of staff is to ensure young people are provided with a safe space to explore their cultural identity.

It is also critical that we recognise that exploring cultural connection is an ongoing process and staff are receptive and nurturing of this process. When safe spaces are created, young people have time to explore their identity and the connections with community they may like to make.

Staff provide options for young people to connect and work with people from their own community. We are open and responsive to their preferences and ensure young people enact control in this space. Developing relationships and partnerships with a network of culturally specific services provides pathways for young people to access their preferred services with ease. All interactions with young people respect and promote the young person's diversity.

INTERSECTIONALITY

Intersectionality is an important part of culturally responsive and inclusive service delivery. Intersectionality considers how biological, social and cultural categories such as gender, race, class, disability, sexual orientation, religion, caste, age, nationality and other forms of identity interact on multiple and often simultaneous levels. It enable us to better understand the diverse elements of a person's identity and how systemic injustice and social inequality occur on a multidimensional basis.

b. Person-Centred

A person-centred approach ensures that all aspects of support and engagement with a young person is tailored to their needs, preferences and goals. Many of the young people we support have been disenfranchised of their choice and control over their lives. It is vital that support reinstates the young person's power and allows them to actively participate in all aspects.

Acknowledging the young person as the expert in their lives and that all decisions are the young persons to make, is the forefront of this approach. When practice is person-centered, we adopt a non-directive attitude in which there are no predetermined and specific outcomes or intentions for the young person to achieve.[30] When our practice is person-centred, we offer the young person opportunities to create goals and support them to develop skills to work towards them.

Person-centred practice is flexible and dynamic to ensure the diverse needs of each young person are considered and supported. By tailoring our practice, we are demonstrating that we are listening to the young person, trying to understand them, responding to their individual needs and ultimately showing that we care.

c. Family Inclusive

TSA Youth Services recognise family connection is critical to the positive development of young people and has the capacity to improve and sustain outcomes.[31] Where appropriate and with consent from young people, TSA Youth Services engage a diverse range of practices that involve holistically working with young people and their families. Our definition of 'family' is broad and can include relationships identified as family by the young person. This is particularly relevant within our work with young people of Aboriginal and Torres Strait Islander descent.[32]

Our welcoming and inclusive environments encourage families to participate in and contribute to a young person's journey. When we meet families who need individual support, we facilitate connection to the support they need. We provide opportunities for young people and their families to repair and build relationships, work through conflict and set healthy boundaries.

We recognise that some young people have experienced harm within their family context, and engaging family within service delivery may be limited. We are guided by young people and commit to identifying risk and protective factors that support young people and their families to establish safe and supportive relationships.

d. Child Focused

Our work with young parents is child focused. We see children as clients within their own right, ensuring responsive service delivery is provided to children. We acknowledge the importance of family connections and are committed to ensuring children remain safe. Integrating child focused practice into service delivery, staff:

» **have a therapeutic focus on the importance of attachment in the early years and recognises that a secure attachment allows children to develop healthy relationships and promotes emotional and self-regulation skills.**

» **actively work towards strengthening parenting skills that support children's learning, health and well-being, and social and emotional development.**

» **ensure the child's needs for safety, belonging and well-being are prioritised.**

» **consider children's key relationships and work to strengthen these.**

» **facilitate accommodation options that keep families together.**

» **deliver holistic case management in partnership with child specific services.**

» **provide safe opportunities for young parents affected by family and domestic violence to have child-focused conversations that create foundations for future healthy relationships.**

» **work with young parents to understand the impacts of family and domestic violence on children's developmental milestones and provide education and information that creates safe environments for children.**

f. Collaborative Partnerships

The necessity for multidisciplinary partnerships and collaboration in providing holistic care to young people is imperative. We rely on the expertise, knowledge and skills of our internal and external partners to enhance the support provided to young people. Partnerships and collaboration result in enhanced access to services, improved outcomes, a wider choice for young people and streamlined service delivery. Our partnerships are based on action, communication, consultation and collaboration and actively work to address community needs.

LOCAL MISSION DELIVERY (LMD)

Creating a connected and healthy community, our mission expressions provide intentional avenues for young people to participate and contribute to community, explore faith pathways and build lifelong social connections. In delivering integrated mission, the Local Mission Delivery (LMD) model is how all Salvation Army mission expressions work together to ensure effectiveness. The LMD model brings together geographically located mission expressions to effectively deliver integrated holistic mission to all Australian communities and to better understand and address local needs. As part of LMD, TSA Youth Services staff are active members of Area Leadership Teams (ALT) and contribute to local mission planning and delivery.

INTERNAL PARTNERSHIPS

TSA Youth Services stream works collaboratively with other Social Mission and Community Engagement streams to ensure specialised expertise is provided. We are committed to actively partnering with all Salvation Army mission expressions and activities across the organisation to increase the capacity, resources and skills available within our services. Crucial to the delivery of Journey to Independence is The Salvation Army's business departments and partners who provide specific expertise and support.

Opportunities are available for young people to explore faith and spirituality in a youth friendly environment through partnerships with Chaplaincy and Corps. Chaplaincy and Corps play a critical role in the holistic care of young people, fostering healthy relationships and connections that support long term growth and healing.

EXTERNAL PARTNERSHIPS

Our services actively hold partnerships that enhance outcomes for young people, enable shared learning and provide innovative responses. We know that meaningful partnerships are imperative in delivering culturally responsive and inclusive services to young people; partnerships that foster local decision making and promote co-design. Our partners play a key role in embedding culturally responsive and inclusive practice across all TSA Youth Services.

» **Sustainable local relationships with Aboriginal and Torres Strait Islander communities and organisations to facilitate partnership, reconciliation and shared understandings. We are committed to strengthening these relationships through a Memorandum of Understanding (MOU) that provides effective referral and access pathways for young people.**

» **Actively engage the expertise of local cultural organisations and individuals to enhance our understanding of the unique issues facing communities.**

» **Formal and informal partnerships with a variety of multicultural community organisations to facilitate pathways for young people to engage with multicultural services and multicultural professionals, relevant to the young person's needs.**

» **We draw on the skills and experiences of our LGBTIQA+ partners to ensure we provide holistic support to LGBTIQA+ young people.**

» **Targeted partnerships with disability services, promoting ease of access for young people to the support they need.**

We acknowledge that young people have a wide range of needs that cannot be met by a single approach. Our partners provide valuable contributions that support a young person's journey, create real change and enrich practice. The below list identifies the important partnerships required to achieve sustainable outcomes in our six key outcome domains:

» **Aboriginal Controlled Community Organisations (ACCO's)**
» **Affordable housing providers**
» **Alternate education providers**
» **AOD and detox treatment programs**
» **Assertive outreach providers**
» **Community activities and events**
» **Community Housing Providers (CHP's)**
» **Community sporting and recreation clubs**
» **Corporate business partners**
» **Counselling and trauma support**
» **Crisis and transitional housing providers**
» **Cultural community groups and services**
» **Dental health and hygiene service**
» **Emergency relief**
» **Faith-based organisations**
» **Financial counselling**
» **Gambling assistance**
» **General Practitioners**
» **Gym services**

» **Health screen, assessment and support**
» **Information and Technology providers**
» **Job network agencies**
» **Local Council**
» **Maternal child and health nurses**
» **Mental health screen and support**
» **National Disability Insurance Scheme (NDIS)**
» **Non-Government Organisations**
» **Parenting programs**
» **Philanthropic partners**
» **Peak bodies**
» **Real Estates**
» **Registered Training Organisations (RTO's)**
» **State and Federal government**
» **Secondary education providers**
» **Sexual health support**
» **Social housing providers**
» **Tertiary education providers**
» **Vocational training providers**

Service Delivery Elements

All TSA Youth Services are committed to embedding the following key service delivery elements within practice to promote the success of Journey to Independence.

a. Prevention and Early Intervention

'Prevention and early intervention are the processes of identifying and responding early to reduce risks or ameliorate the effect of less-than-optimal social and physical environments[33]. Prevention and early intervention is a critical component of service delivery to young people. We will actively respond to young people, their families and communities at the earliest stage, to provide the greatest opportunity to address barriers to health, housing, employment, education, relationships and social inclusion. We do this by:

» **Responding early** – Young people are provided targeted early support that strengthens protective factors and reduces risk

» **Building systems and networks** - We work with our partner agencies, families and communities to build systems around young people that support positive well-being

» **Mitigating ongoing risk** - We identify the factors that we know are likely to further increase risk for young people and facilitate learning on individual, group and community levels.

b. No Wrong Door

We know that the service system can be difficult to navigate, especially for vulnerable young people. A no wrong door approach ensures young people at risk of falling through service gaps are provided with a flexible and responsive approach that reduces risk of further disadvantage and vulnerability.

We work with other Salvation Army expressions, external service providers and partners to ensure a response can be found to address a young person's needs and ensure continued engagement with services. We will provide responsive follow-up to ensure support has been provided and determine if further support is required.

c. Care Coordination

Where multiple services are involved with a young person, we will ensure care coordination is delivered. Care coordination provides a collaborative and targeted response that enables ease of navigation through the complex service systems. Care coordination allows for:

» Reduced need for young people to repeat their story

» Reduced services and workers involved with a young person

» Choice and self-determination for a young person

» Clear role definitions and responsibilities for young people and services

» Family and carer participation

» Intentional and meaningful service involvement

» One primary case plan

» Appropriate and planned referrals and responses

» Opportunities for the development of authentic relationships.

d. Group Work

Providing a safe and supportive environment, group work enables young people to share thoughts and ideas, explore creative solutions to shared challenges and develop positive peer relationships. Across all components of care young people are provided opportunities to participate in a broad range of task-focused, educative and therapeutic group work. Young people are particularly influenced by their peer relationships and group work provides an opportunity for positive social connection, encourages active learning and enhances social skills.

e. Transition Planning and Support

Promoting long-term outcomes, young people are provided collaborative and responsive transition planning and support. Beginning at initial engagement, we work collaboratively with young people to identify what the end of support looks like, taking into account milestones they would like to achieve along the way and the timeframes and resources that will support their journey. Transition support provides an opportunity to support young people to gain confidence in their next steps towards independence and establish themselves within their community.

Promoting long-term outcomes, young people are provided collaborative and responsive transition planning and support

3 Key Outcome Domains

TSA Youth Services are focused on outcomes and committed to offering opportunities to young people that achieve meaningful change. Across all programs, young people will be supported to achieve success in all the following key domain areas:

1. EDUCATION, TRAINING AND EMPLOYMENT

Provide opportunities and activities that support young people to engage and sustain education, training and employment pathways

Young people are disproportionately represented within unemployment rates. Early school leaving has been identified as one of the most significant predictors of youth homelessness, long-term unemployment and welfare dependency. Young people who aren't engaged in education, training or employment experience significant barriers to maintaining independent living, a sense of belonging, positive well-being and financial security. Education, training and employment planning ensures coordinated support is provided to young people aimed at long term sustainability and success.

2. HOUSING

Provide young people with support to access and sustain secure, safe housing

High rental costs, low incomes, insecure housing and the lack of affordable and social housing options creates challenges for young people to secure safe and sustainable housing. We work towards sourcing, creating and facilitating access to a broad range of housing outcomes and tailored support that suits the individual's circumstances and promotes independence.

3. SOCIAL INCLUSION AND PARTICIPATION

Foster inclusion and participation in all aspects of community, service and daily living

Young people who feel a sense of belonging, have valued roles in their community and feel they have sovereignty over decisions affecting their lives have improved well-being, less mental health concerns and report less physical health problems. The key to promoting inclusion and participation is to embrace a capacity-building climate of mutual-aid and inclusion of both staff and young people. We champion the well-being and positive characteristics of all young people.

4. HEALTH AND WELL-BEING

Provide comprehensive responses to enhance young peoples' emotional, physical, spiritual, psychological and social needs

We acknowledge that young peoples' mental health presentations and behaviours are significantly impacted and informed by their experiences. Assisting young people to meet their goals in relation to health, mental health and AOD requires a specialist response which combines the experience, knowledge and skills of our specialist services and community partners to provide a sustainable, coordinated and evidence-based service to young people

5. LIFE AND LIVING SKILLS

Provide opportunities for young people to develop transferable skills that will enhance their independence

Young people's experiences may have contributed to a lack of or limited life and living skills which subsequently inhibits a young person's ability to sustain housing, education and training pathways and maintain positive relationships. We are committed to working with young people to develop these important lifelong skills that will promote and enable self-sufficiency and independence.

6. RELATIONSHIPS

Acknowledging the importance of relationships, we encourage and foster healthy, safe and respectful relationships for young people with family, community and significant others

Positive relationships are integral to the development and well-being of young people. Strong relationships build protective factors that support the growth of a young person's identity, belonging, self-esteem and confidence. We provide safe opportunities for young people to explore and understand their varying experiences of relationships and promote opportunities for the development of healthy relationships. We support young people to explore, strengthen and repair family relationships. We acknowledge the unique dimensions of relationships for Aboriginal and Torres Strait Islander young people and promote connection to community, Country and culture.

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We are committed to working with young people to develop important lifelong skills that will promote and enable self-sufficiency and independence.

4 Service Delivery Responses

Service responses are developed in partnership with young people and based on their circumstances, their experiences and choice.

ALCOHOL AND OTHER DRUGS

Tailoring education and support to individual need and desired outcomes, we work in an educative and supportive space to build young people's understanding and awareness of their alcohol and other drug use and how this is impacted by a range of factors.

Support is provided to reduce or prevent harm from alcohol and other drug misuse and increase overall health and well-being. Harm reduction practices are informed by young people and provided through a range of individual and group activities. Additionally, we work in partnership with The Salvation Army Alcohol and Other Drugs stream to provide a range of therapeutic and clinical interventions.

This response includes:

» **Assertive community outreach that provides flexible case management support focusing on health and well-being, whilst promoting family connection, housing, education, training and community outcomes**

» **A focus on psychological well-being, directly providing or facilitating access to individualised clinical counselling, resources and support. We work with young people to build on strengths and enhance health, well-being, independence and resilience**

» **Residential options that offer therapeutic recovery support.**

DRIVER TRAINING

Driver training supports young people to continue to build independence through obtaining their learner and provisional drivers' licences. For young people, obtaining a driver's licence is a key milestone on their Journey to Independence. Independent transportation provides young people increased freedom and choice in exploring their education, employment, and housing goals.

This response includes:

» **Pre-learner classes and individual support in preparation for licence tests**

» **Formal structured driver training by qualified instructors to obtain the competencies necessary to achieve a provisional drivers' licence**

» **Access to structured safe driving training programs in order to enhance a young person's hazard perception and improve awareness of overall road safety**

» **Mentoring support from an experienced mentor to develop safe driving practices whilst a young person works towards their required hours.**

For young people, obtaining a driver's licence is a key milestone on their Journey to Independence

EMPLOYMENT AND TRAINING

A broad range of opportunities are available for young people to engage and reengage in employment and training pathways. Young people are provided safe, supportive, and dynamic learning environments to pursue employment, training and personal interests. We are committed to provide access to employment and training opportunities for young people who face significant barriers including financial restraints, socio-economic factors, isolation, and limited literacy and numeracy skills.

This response includes:

» **Employment orientation programs assisting young people to develop a broad range of transferrable skills, through employment taster opportunities, volunteering, leadership and mentoring programs**

» **Access and targeted support for young people to participate in a range of vocational education and training activities – Working in partnership with The Salvation Army's Eva Burrows College and other external Registered Training Organisations (RTO's), young people are provided the opportunity to learn skills in a range of vocational qualifications that enhance ongoing employment opportunities**

» **The opportunity to creatively learn and develop skills that enhance employability through increased living skills and work readiness programs. Enterprise learning activities provide foundations for young people to transition confidentially into the workforce**

» **Targeted social enterprise opportunities for young people who may be experiencing barriers to employment. With support, young people gain qualifications and practical employment experience to successfully transition into longer term employment.**

EDUCATION

Providing a flexible, safe and welcoming space for young people to re-engage with learning and to pursue their educational and vocational goals. School programs are designed to support young people who have become disengaged from the mainstream school system, to finish their high school education and successfully transition into employment or further tertiary studies. Central to the schools is the interests and objectives of all our students and their families.

This response includes:

» **Delivering approved state or Australian curriculum – The subjects and extra curricula activities have been specifically chosen and designed to build resilience and well-being as well as the language, literacy, numeracy, and employability and life skills necessary for young people to transition into the workforce**

» **Specialist learning support designed to enhance the social and emotional learning and well-being of students**

» **Support staff include youth workers, vocational transition workers, psychologists and teacher's aides, and other specialist learning adjustments and responses are brokered to support individual learning plans.**

We are committed to providing access to employment and training opportunities for young people.

HOUSING AND HOMELESSNESS

Providing young people at risk of or experiencing homelessness with support to sustain safe, suitable and affordable long-term housing. We have a strong focus on prevention and early intervention, diverting young people from the homelessness system. We provide young people safe and educative spaces in which to resolve and address immediate needs that lead to homelessness and support young people living independently to remain housed. Our integrated suite of services provides a coordinated response to young people.

This response includes:

» **A range of accommodation and housing options across the housing continuum, including crisis and transitional accommodation, supported residential care, independent living units and education focussed housing**

» **A broad range of intensive and assertive community outreach programs including early intervention and prevention, intensive family support for young parents and post transition supports**

» **Delivery of a structured life and living skills plan to develop lifelong skills that promote and enable self-sufficiency and independence. To support continuous learning, we identify and maximise all teachable moments throughout our time in a young person's journey**

» **Holistic case management to support young people to develop healthy relationships, engage in education, training and employment pathways, enhance health and well-being, and improved social connection.**

SOCIAL AND COMMUNITY ENGAGEMENT

Social and community activities provide young people safe environments in which to develop and enhance social and emotional skills, promote a sense of inclusion, responsibility and purpose. Young people build confidence, self-esteem, identity and resilience through social interactions, promoting team work, problem solving, and passion-based learning. We are committed to providing young people and families opportunities to develop new skills and create memories whilst they engage with self, others and their environments.

This response includes:

» **A range of outdoor recreation programs and activities supporting young people to connect to Country, nature, and the outdoors. Programs include but are not limited to camps, day programs, concerts, sports, horse riding and bushwalking**

» **A variety of creative arts activities that provide young people with a fun, creative outlet for self-expression, the opportunity to share their story through a variety of mediums, and to provide a soft entry for young people into further structured programs through relationship building and activities that inspire creativity**

» **Actively working to increase opportunities for young people to engage in faith and spiritual pathways through connection and relationship with Salvation Army expressions, other faith partners and churches**

SPECIALIST THERAPEUTIC RESPONSES

Experienced practitioners deliver specialist one-on-one and group therapeutic responses, promoting the development of positive relationships young people are supported to build on their strengths, and foster resilience.

This response includes:

» **Therapeutic group work provides young people formal and intentional opportunities for meaningful discussions, shared learning, positive peer influences and development opportunities**

» **A focus on psychological well-being, providing individualised clinical counselling, resources, and support through working with young people to build on strengths and enhance health, well-being, independence and resilience**

» **Providing practice advice to staff that promote the therapeutic needs of young people in line with Journey to Independence and our identified frameworks.**

» **Our practitioners lead the delivery of reflective practice, provide supervision and debriefing as well as review evidence-based strategies and approaches for implementation across TSA Youth Services.**

YOUTH JUSTICE

Providing a holistic and tailored response, we work in partnership with young people to address the causal issues contributing to a young person's offending or reoffending behaviour, A strong focus on prevention and early intervention strategies, young people are diverted from the youth justice system. We work collaboratively with a range of government and non-government providers in delivering coordinated responses. We aim to reduce recidivism and divert young people from ongoing connection to the justice system.

This response includes:

» **Restorative justice group conferencing as a means of encouraging young people to take responsibility for their offending behaviour and develop insight into the impact of their offending on the victim, their family and/or significant others and the community**

» **Intensive and assertive outreach case management and community based youth work is provided to connect young people with family, education, training, employment, housing and community. We promote transferable and measurable skills that prepare young people for healthy relationships, positive health and well-being. Young people are supported to connect to Country and to actively participate in community.**

I'LL FIGHT

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