

starleyhall
REACHING OUT

Therapeutic Services



Starley Hall benefits from its own on-site therapeutic team, with Jane Macer, Shona Quin and Liz Duff. The therapeutic service coordinated by the team offers assessment and intervention for young people and their adults. The therapeutic team believe that supporting carers is as important as offering timely support for young people.

Our therapeutic services include:

- Baseline assessment (indirect)
- Health assessment
- Extended formal assessment (direct)
- Consultation
- Direct intervention
- Liaison, and subsequent referral to specialist teams particularly with those displaying self-harm, sexually harmful behaviour, who may require specialist intervention such as, psychotherapy and family therapy
- Training

Indirect Assessment

The Baseline Assessment

At this stage, it is important to understand that assessments are completed indirectly with adult carers, based on observations, interactions and experiences they have with the child. It is felt that direct assessment in the early days of placement can be highly anxiety provoking for young people in transition. When a young person is referred to Starley Hall and the referral is accepted, the young person's background information is collated and summarised by Dr Shona Quin, Clinical Psychologist. Shona will compile a short initial profile report for the adult team highlighting areas of potential vulnerability based on background experiences, also making suggestions about how the care and education team can facilitate the transition into Starley Hall.

Health

Following acceptance of a referral, Liz Duff, our child and adolescent mental health practitioner, gathers information relating to past and present health needs and previous involvement with health services. This enables us to establish liaison and connect the young person with the appropriate local services. Once a young person has arrived at Starley Hall, Dr Shona Quin and/or Jane Macer will distribute standardised screening questionnaires for the teams to complete to assist in the initial screening process.

The systems and questionnaires used by the therapeutic team, with input from the wider education and care teams, include:

- The Adaptive Behaviour Assessment System (ABAS)
- The Strengths and Difficulties Questionnaire (SDQ)
- The Children's Communication Checklist (CCC)

The Adaptive Behaviour Assessment System

This is an assessment completed indirectly by the staff team based on their observations of a young person's daily living skills. This tool is used to help us gain a broad understanding of a young person's adaptive functioning skills, helping us identify areas that require further development and allowing us to identify appropriate targets when care planning. It also gives us a baseline against which future progress can be measured.

The Strengths and Difficulties Questionnaire

The SDQ is a brief emotional and behavioural screening questionnaire for children and young people, capturing at this early stage, the perspective of the adult carers. Where possible the young person will contribute their views to this assessment. The areas assessed using this measure include: emotional symptoms, conduct challenges, hyperactivity, peer relationships and pro-social behaviour. Again this gives us an idea of the needs of the young person and provides a baseline against which future progress can be measured. A short report is written to summarise the outcome.

The Children's Communication Checklist

The CCC-2 has been developed to help us understand more about communication strengths and difficulties in children. This checklist is completed by the team based on their observations of the young person's communication in daily settings at home and at school and as such is a checklist of observed behaviour that enables us to gain an initial understanding of how the young person communicates

Next stage

Following completion of these screening assessments, Jane and Shona will meet with the lead manager to collate findings, to support development of an 'At A Glance' profile and to consider how we move forward to support the psychological wellbeing and development of each child.

A brief formal screening report will be distributed on completion.

Direct Assessment and Consultation

The Extended Formal Assessment

For some young people, it may be that they will require a more in depth extended assessment of their needs and capacities. This can be initiated from 14-18 weeks into placement or at any point following this time period, throughout a child's journey at Starley Hall. This allows time for the young person to settle into the new environment and enables the team to make an accurate assessment of further need. An extended formal assessment may be required if there is a specific challenge or where a broader understanding of the child's needs is necessary. This assessment is co-ordinated by Jane Macer who gathers information from multiple sources to include external agencies and family or past carers if appropriate. During this process, the young person would meet with one or more members of the therapeutic team and participate in further assessment.

Various specialist assessments can be accessed at Starley Hall as part of this process, to include:

- Speech and Language Assessment
- Intellectual Assessment
- Assessment of Social Communication Disorder/ASD (for information only – must be verified by psychiatrist)

A detailed integrated assessment profile is drawn up and distributed to professionals on completion of the extended formal assessment. Where appropriate this is shared directly with family.

Consultation

The progress of all young people resident on our main site is reviewed every 6 – 8 weeks at a multidisciplinary meeting called a Focus Group. These focus Group meetings are attended by a member of the Therapeutic Team. In the community houses, there are regular Care Planning meetings and members of the therapeutic service can attend on request and as required.

The therapeutic team offer consultation individually and in groups with adult carers and educators, as a minimum intervention for every child's team at Starley Hall.

During a consultation, we often reflect on specific challenges the adults may face, how the adult teams understand these challenges and how they can respond effectively and therapeutically to the needs of the young people in their care.

The consultation model adopted at Starley Hall highlights the importance of the emotional and physical environment we offer young people. Through this relational model, we recognize that the child is largely a product of the environment in which they have lived and so the staff team at Starley Hall must challenge the child's established ideas about adults and care. Our therapeutic consultation model empowers adults to recognize their role as agents for change, skilling them to make systemic adjustments to meet a young person's needs more effectively. This model removes the onus upon the child to change, providing an adaptive but stable environment that promotes therapeutic growth and development.

Intervention, Liaison and Training

Direct Intervention

At Starley Hall, young people can access a range of interventions with the therapeutic team across the care and education environment. These interventions are at an introductory level and are not a substitute for specialist services such as those offered by CAMHS. Where specialist services are required, these are accessed out with Starley Hall.

On-site interventions include:

- Supporting the nurture environment to enhance safety through relational security
- Facilitating communication using personalized visual supports
- Developing emotional literacy through mentalisation techniques, looking at connecting thoughts, feelings and behaviours
- Working alongside adults to enhance social commentary across care and education to support the development of social skills
- Problem solving
- Experiencing play
- Understanding families
- Mindfulness
- Massage

Liaison and Referral

At Starley Hall, we believe our robust assessment process enables us to identify needs that may require input from specialist services such as CAMHS (psychotherapy, family therapy, group work), Safer Futures, and IVY.

Consultation with these services and/or direct intervention can be accessed through our links with external professionals.

Training

The therapeutic team are involved in providing on-site training coordinated by Judy Barker, training manager. All managers are trained to Level 1 in DDP (Dyadic Developmental Psychotherapy).

Currently we offer half or full day courses to include:

- ASD and social communication needs
- Communication Skills
- Attachment and Developmental Trauma
- Transitions

In addition there are specialised courses accessed through external providers as required, such as:

- Epilepsy management
- Diabetes management
- Sexually harmful behaviour

All young people

Background Summary Report and Considerations for Care

Health Assessment

Formal screening process (indirect)

Distribution of standardized questionnaires and baseline analysis using indirect standardized assessments - ABAS, SDQ, CCC

Clinical Psychologist and or SALT meet with Lead Manager to collate observations and findings from screens – short report compiled

Therapeutic Consultation
Minimum Intervention

Needs based assessment and intervention

Extended formal assessment (direct)

Leading to Integrated Assessment Profile – may include direct SALT assessment, cognitive assessment, ASD assessment

Holistic Intervention

Liaison with specialist services for consultation/individual/family therapy

Training/Consultation/Supervision