



INTO – DEIS 2
5TH December 2015

FamiliBase

- FamiliBase is a merged organisation of Familiscope and The Base
- Work on the a merger commenced in October 2012 as a survival strategy for both organisations
- This culminated in the merger which was formalised on 30th March 2014

Familiscope-background

- URBAN Ballyfermot, the Ballyfermot Drugs Task Force, Ballyfermot Partnership Education programme and the then South West Area Health Board. Common needs identified as part of local development work 2002-2004.
- Statutory commitment at URBAN Board level i.e. DES, HSE, Local Government
- URBAN commissioned research piece 2003, Downes' report published 2004. Qualitative study with large focus on education personnel at all levels and the voices of children and adolescents.
- Familiscope established 2004-Emotional Supports/ Language Supports/ Outreach necessary for ESL prevention
- Child Welfare wrap around model commenced development in 2006

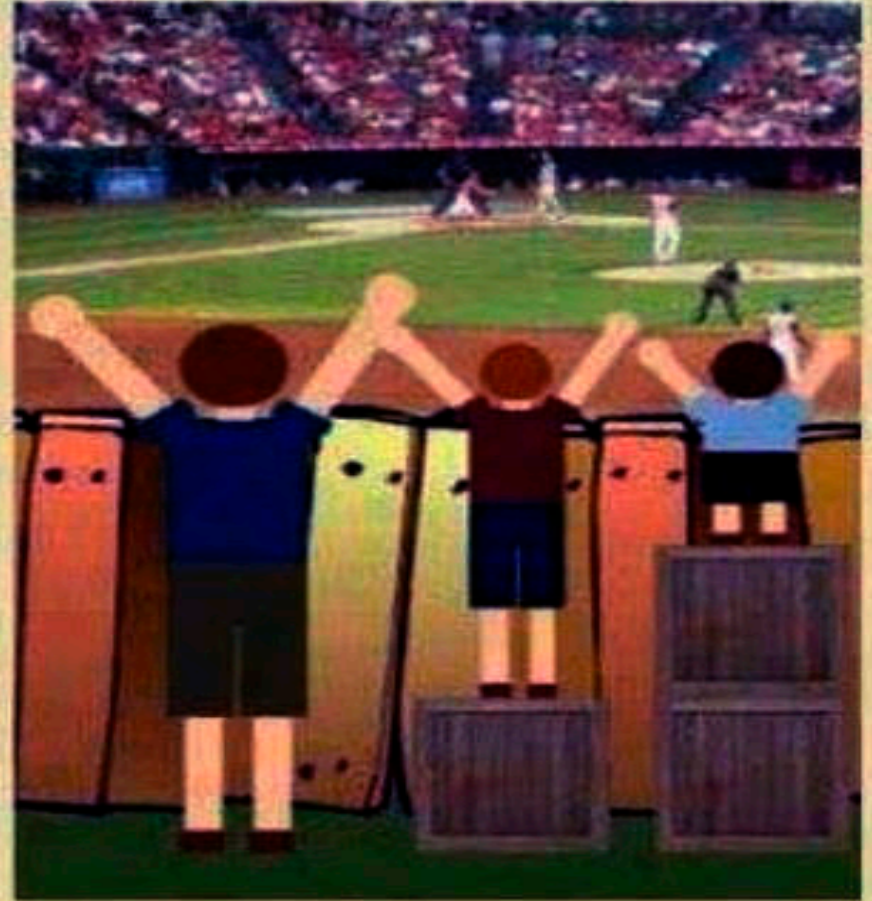
Context for Familiscope development

- Lack of access to/successful participation in education at all levels, a key indicator for intergenerational drug use, criminal activity, poverty, long term unemployment
- Remove the social, economic-related, emotional and psychological barriers to access & participation (in education and other support initiatives/services)
- Importance of child centred delivery
- Importance of supporting/up-skilling key adults in child's life
- Importance of challenging/thinking critically about current systems and structures—challenge deficit thinking around those unable to access/participate—maybe it's the system/structure with the deficit?

Equality doesn't mean Justice



This is Equality



This is Justice

Some of the assumptions underlying the FamiliBase philosophy

- Inequalities in education are unjust and must be changed
- The school-family and school-community relationship is a cornerstone of addressing that inequality
- The school-family and school-community relationship does not always operate as it needs to, to do this;
- School can carry a dual role in perpetuating existing inequalities or in being a transformative mechanism depending on how school, services, families children and young people interact

Current Policy Context

Department of Education

- Delivering Equality of Opportunity in Schools(DEIS)

Department of Children and Youth Affairs

- Better Outcomes Brighter Futures
- High level Policy Statement on Supporting Parents and Families
- National Youth Strategy

TUSLA – Child and Family Agency

- Education Welfare
- Child Protection and Welfare
- Meitheal
- What Works in Family Support

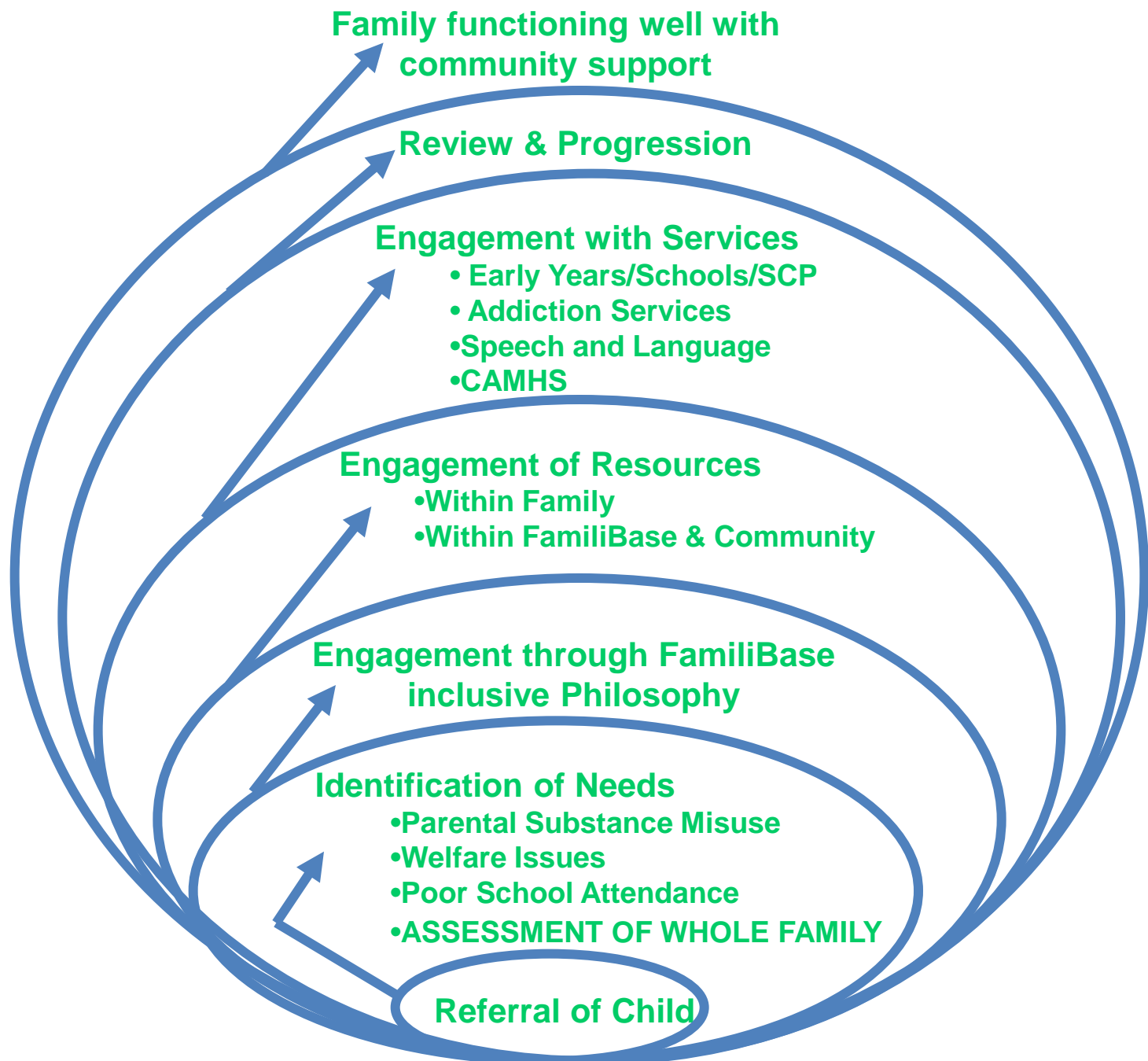
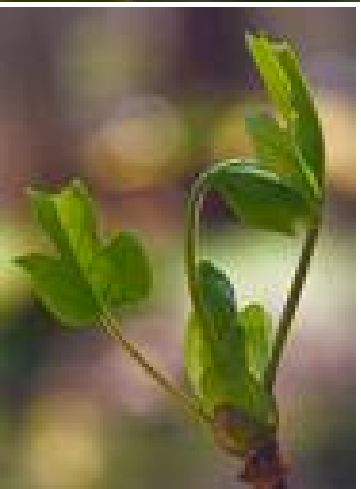
HSE

- National Drugs Strategy/ National Substance Misuse Strategy
- Suicide Prevention Strategy

From Multiple Agencies to cohesive Multidisciplinary teams for Early School Leaving Prevention

- The Alliances for Inclusion Report(Edwards and Downes, 2013) reviewed the enabling conditions for the effectiveness of multidisciplinary teams and cross sectoral approaches for social exclusion prevention building on 16 examples from 10 European Countries
- Schools cannot work alone to disrupt intergenerational cycles of deprivation and tackle educational disadvantage. A combination of factors beyond schools limits educational opportunities and life chances.
- A policy focus is needed to go beyond multiple agencies, need to minimise fragmentation across diverse services, 'passing on bits of the child' and family(Edwards and Downes, 2013)
- The multifaceted nature of risk requires a multifaceted response

Familibase CWP System



CWP – Case Study 1



Engagement through FamiliBase Inclusive Philosophy

- Persistent work with Drug Services to Engage Mam
- Integrated Practice
- Time Allowed to build relationship with Mam
- Development of Trust within Family

Identification of Needs

- Mam active in addiction
- Ryan has serious behavioural difficulties in school, school considering expulsion
- Ryan has an ADHD diagnosis
- Family have history of sporadic engagement with services
- Ryan has three younger siblings and one older

Referral of Ryan Dunne
Age 9
by Drugs Service

CWP – Case Study 1



Within FamiliBase & Community

Mam:

Advocacy and support at school meetings and other service appointments

Parenting support individual and group

Support to access treatment and rehabilitation

Ryan:

Morning Programme

Afterschools supports

Keyworking

Play therapy

Within Family :

- Harnessing Mams Strengths
- Working with extended family, Uncle, Nanny

Engagement of Resources & Services

CWP – Case Study 1

Review and Progression

- Ryan is now in 1st year of Secondary School
- Mam has accessed residential treatment
- Ryan is engaging well with Youth Work Programme in Familibase
- Mam and Ryan's relationship improved
- Mam completed two parenting programme
- Two younger siblings doing v well in school

Family ready to Progress from CWP



Demonstrating effectiveness...

Jan - June 2015

- 22 families and 68 children currently engaged on the Child Welfare Programme (CWP) Age ranges of the children are;
- 0-5yrs = 19; 6-11yrs = 18; 12-15yrs = 20; 16+yrs = 11
- All children and young people on the CWP have been retained in education, 4 young people completed Leaving Certificate, 2 progressing to further education
- 9 children and young people receiving counselling or play therapy
- All young people are supported by key workers to develop coping strategies to deal with the challenges of parental substance misuse
- 8 Parents completed a Parenting Programme
- 20 Parents currently accessing treatment and rehabilitation supports
- Of the 11 families receiving a social work intervention, the children of 10 of these families remain living at home

School Days Absent

<p>Pre Familiscope Intervention</p> <p>2007-2008: 89</p>	<p>Pre Familiscope Intervention</p> <p>2006 -2007:121</p>	<p>Pre Familiscope Intervention</p> <p>2008 – 2009: 56</p>	<p>Pre Familiscope Intervention</p> <p>2006-2007: 72</p>
<p>Post Familiscope Intervention</p> <p>2008- 2009: 36</p> <p>2009 to Feb 2010: 10</p>	<p>Post Familiscope Intervention</p> <p>2007- 2008: 38</p> <p>2008 – 2009: 42</p> <p>2009 to Feb 2010: 9</p>	<p>Post Familiscope intervention</p> <p>2009 to Feb 2010: 3</p>	<p>Post Familiscope intervention</p> <p>2007 – 2008: 35</p> <p>2008-2009: 25</p> <p>2009 to Feb 2010: 10</p>

Education element of FamiliBase/relationship to Education

In general terms:

- Integral to all that we do
- Underpins all of the work
- FamiliBase, and Familiscope before it, is a product of the recognition for the need to integrate services and respond holistically, to the whole person and in some cases a whole family to ensure positive educational outcomes.
- Education is recognised as being a key predictor of positive life choices and chances

Education element of FamiliBase/relationship to Education

More tangibly:

- Capacity to facilitate interventions which impact attendance figures
- Capacity to work with parents and to shift what can be a negative dynamic between parents and schools following a pattern of negative behaviours/negative experiences. This work can also be at the level of parental confidence.
- Capacity to work with children/young people/parents/teachers around behavioural management/emotional difficulties/early language skills/literacy development

Policy recommendations for DEIS 2

DEIS 2 TO DELIVER EQUALITY OF OUTCOME NOT EQUALITY OF OPPORTUNITY

- An integrated and cohesive strategy & policy statement committing to moving beyond equality of opportunity measures towards measures promoting equality of outcome inclusive of all relevant policy areas e.g. education, health, housing, welfare, substance misuse

Policy recommendations for DEIS 2

COMMITMENT TO MEANINGFUL MULTI-DISCIPLINARY WRAP AROUND APPROACHES

- Acknowledgement of & commitment to roles and levels of expertise required for working with complex and chronic needs, family workers, speech and language therapists, counsellors, therapists. Support the implementation of a community based model of child-centred wrap around approaches to address complex issues involved in early school leaving e.g. child participation in school, parental involvement, mental health issues, language issues, substance misuse issues

Policy recommendations for DEIS 2

IDENTIFY & SPECIFY TUSLA ROLE IN DEIS 2 AND INTEGRATE STRATEGIES IN AN INTEGRATED POLICY STATEMENT

- Clarity & acknowledgement around the skill-set, expertise, scope and nature of those involved in Meitheal lead practitioner roles, family work, parenting, outreach, engagement of those most marginalised families

Policy recommendations for DEIS 2

TIME GIVEN BY DES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT SPECIFICALLY DESIGNED FOR TEACHERS WORKING IN DEIS SCHOOLS & REFLECTIVE PRACTICE SPACES

e.g. Behaviour management approaches & philosophies like Therapeutic Crisis Intervention (TCI), equality of outcome training, creation of reflective spaces for teachers & their community partners to collaborate & reflect

Policy recommendations for DEIS 2

COMMITMENT & STRATEGY TO INTEGRATE MULTIPLE INTELLIGENCE EDUCATION APPROACHES INTO EDUCATION MEASUREMENTS & ASSESSMENTS

- Working to broaden what is valued & measured in the education system and to ensure learners with abilities outside of the traditional intelligence measurement are acknowledged as part of the systems of measurement

ANY
QUESTIONS
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