

# Roundtable on a 'One Stop Shop' Combining Community Based Multidisciplinary Teams with Community Lifelong Learning Centres

DCU Institute of Education, Sept 20, 2017

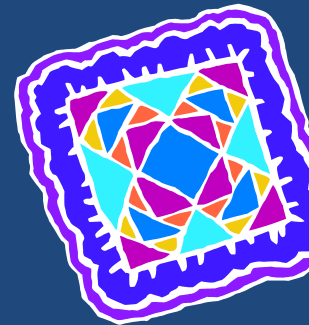


Is there a need to develop models of community based 'One stop shops' that combine community based multidisciplinary teams with community based lifelong learning centres ?

Can we develop an Irish national strategy for these and an EU led strategy ?

- Many examples across Europe of each  
(Downes 2011, 2011a)

- Go beyond 'passing on bits of the child' (Edwards & Downes 2013) - address fragmentation
- Strengths based - community lifelong learning centres
- Built around needs of those with high, complex needs - multidisciplinary teams
- Gateway service within co-located teams
- Continuity of support over time, Flexibility of levels of support, Tailored to levels of need and not simply prepackaged programmes
- Outreach: Reaches groups missed by prepackaged programmes
- Drop-in dimensions
- Peer supports over time



Downes, P. (2011). *Multi/Interdisciplinary Teams for Early School Leaving Prevention: Developing a European Strategy Informed by International Evidence and Research*. NESET (Network of Experts on Social Aspects of Education and Training), Brussels: European Commission

Downes, P. (2011). *Community Based Lifelong Learning Centres: Developing a European Strategy Informed by International Evidence and Research*. NESET (Network of Experts on Social Aspects of Education and Training), Brussels: European Commission

Edwards, A. & Downes, P. (2013). *Alliances for Inclusion: Developing Cross-sector Synergies and Inter-Professional Collaboration in and around Education*. Brussels: European Commission, DG Education and Culture



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**Roundtable on an integrated strategy to establish 'one stop shop'  
community based multidisciplinary teams and life long learning centres**

**20<sup>th</sup> September 2017**

# FamiliBase Multidisciplinary Team Composition

## 2006-2010

- Formal Education
- Speech and Language Therapists
- Social Care Practitioners
- Youth Worker/Non Formal Education Provider
- Music Therapist
- Art Therapist

## Currently

- Social Care Practitioners
- Family Support/Family Development
- Case Managers
  - Non Formal Educators
- Arts, Music, New Media, Substance Misuse
- Youth Workers
  - Parenting Facilitators
  - Formal Education
  - Youth Counselling Substance Misuse
  - Childcare & Early Years
  - Play Therapy

# Significant Features of FamiliBase's Multidisciplinary Team

## Features relating to the organisation...

### 1. Underpinning Philosophy & Values

- Understanding & value on the impact of context—social, cultural, financial, educational
- Community Development approaches. Needs led service provision.
- Philosophy/Values spans all disciplines regardless of traditional approach in training. E.G Youthwork & 'voluntary participation'
- Non expert role
- Focus on an equality of outcome not just equality of opportunity
- Belief in the possibility of change

# Significant Features of FamiliBase's Multidisciplinary Team

## Features relating to the organisation...

### 2. Internal Structures

Organisational commitment to and being facilitative of internal structures to support the multi-disciplinary team delivery e.g. multi-disciplinary team referral discussion, needs assessments and appropriate interventions identified, case reviews, on-going case management

### 3. Leadership & Management

An understanding of practice and service delivery at that level both in terms of universal programme delivery and effective engagement of the hardest to reach.

Promotes the work, recruits effectively for the work, develops policies and procedures that balance legislative and regulatory requirements with the capacity for professional innovation and judgement and assessing risk in terms of the practice required to engage across the spectrum of universal services to services to the hard to reach/most marginalised

## Significant Features of FamiliBase's Multidisciplinary Team

### Features relating to the service delivery...

- Active & where required intensive outreach & engagement strategies including school morning programmes, weekly home visiting, support to statutory appointments, street-work, individual key-working
- Universal service access point can lead to more intensive targeted supports e.g. layered effect

This requires

- Time
- Trust
- Effective respectful relationships
- Persistence



## Significant Features of FamiliBase's Multidisciplinary Team

### Features relating to the human resources ...

- Skillset of staff—capacity for needs analysis, risk analysis, capacity to draw on wide range of working methodologies, not just manualised approaches, capacity/expertise in Lone Working, capacity to work effectively within the social, cultural & educational context
- Expertise & experience of the staff recruited—cross discipline/system understanding & dialogue
- Value base/attitude

# Why a community based multi-disciplinary team?

- National Framework (Meitheal) advocates for the co-ordination of supports around the child. This will potentially still involve multiple services for child/family in multiple sites/venues. Can be challenging for those families with complex/multiple needs to maintain engagement with even one service.
- Simplicity of access and engagement for the children, young people and families with multiple/complex needs. One service, one working relationship co-ordinating the supports wrapped around them—both those on the multi-disciplinary team and those external to it. An effective 'on the ground' mechanism of engagement for families particularly the 'hardest to reach'. Access point from universal to targeted supports where needed.
- Navigating the language and modus operandi of statutory systems and structures. The fusion of expertise on multi-disciplinary team facilitates discussion which can lead to effective navigation with children, young people and families.



## Early Years Programme Ages 0-4 Parents & Carers

### Programmes/Interventions

- Full and part time day care
- Delivery of a play based emergent curriculum
- Promotes access and inclusion
- Access to and engagement in family support services
- Service actively facilitates access to parenting programmes
- Access to subvention programmes, i.e. CCS, TEC and CCSR
- ABC Initiative-Family Matters Programme

### Activity/Methodologies

- Social programmes** that involve links with the local community i.e. nursing home and local business and charities
- Access and facilitation to child development supports** with multidisciplinary teams i.e. primary care unit, local primary schools, the Ballyfermot Chapelizod Partnership
- Advocacy and support** for families and children
- Mapping and documenting children's development** in order to identify and plan for children learning experiences
- Summer programme** i.e. arts week and family fun
- Chatter Matters **Speech and Language Programme**
- Story Time Project i.e. **Literacy programme**
- Provision of **healthy foods and promotion of healthy eating** for children and families
- Behaviour management programmes** that are implemented in partnership with families

## Child & Parent Supports Ages 0+

### Programmes/Interventions

- Child Welfare Programme
- ABC Initiative-Family Matters Programme
- Teen Parent Support Programme
- Evidence based Parenting co-ordination and delivery
- Meitheal co-ordination
- Therapeutic interventions: play therapy and counselling
- Structural supports for Child Protection

### Activity/Methodologies

- Case management** of families, to support effective identification of needs and responses to same
- Key working**
- Co-ordination of services** to achieve better outcomes children, parents or families
- Issue based / Social supports **groupwork**
- Information, advice and supports** for children parents and families
- Advocacy** for children and families experiencing difficulties within systems.
- Development of **referral pathways** for families and children
- Provision of **in house play therapist and counselling** service
- Co-ordination of Local area based **Parenting Implementation group**
- Delivery of **Incredible Years and Parents Plus** parenting programmes

## Youth Supports Ages 10-25

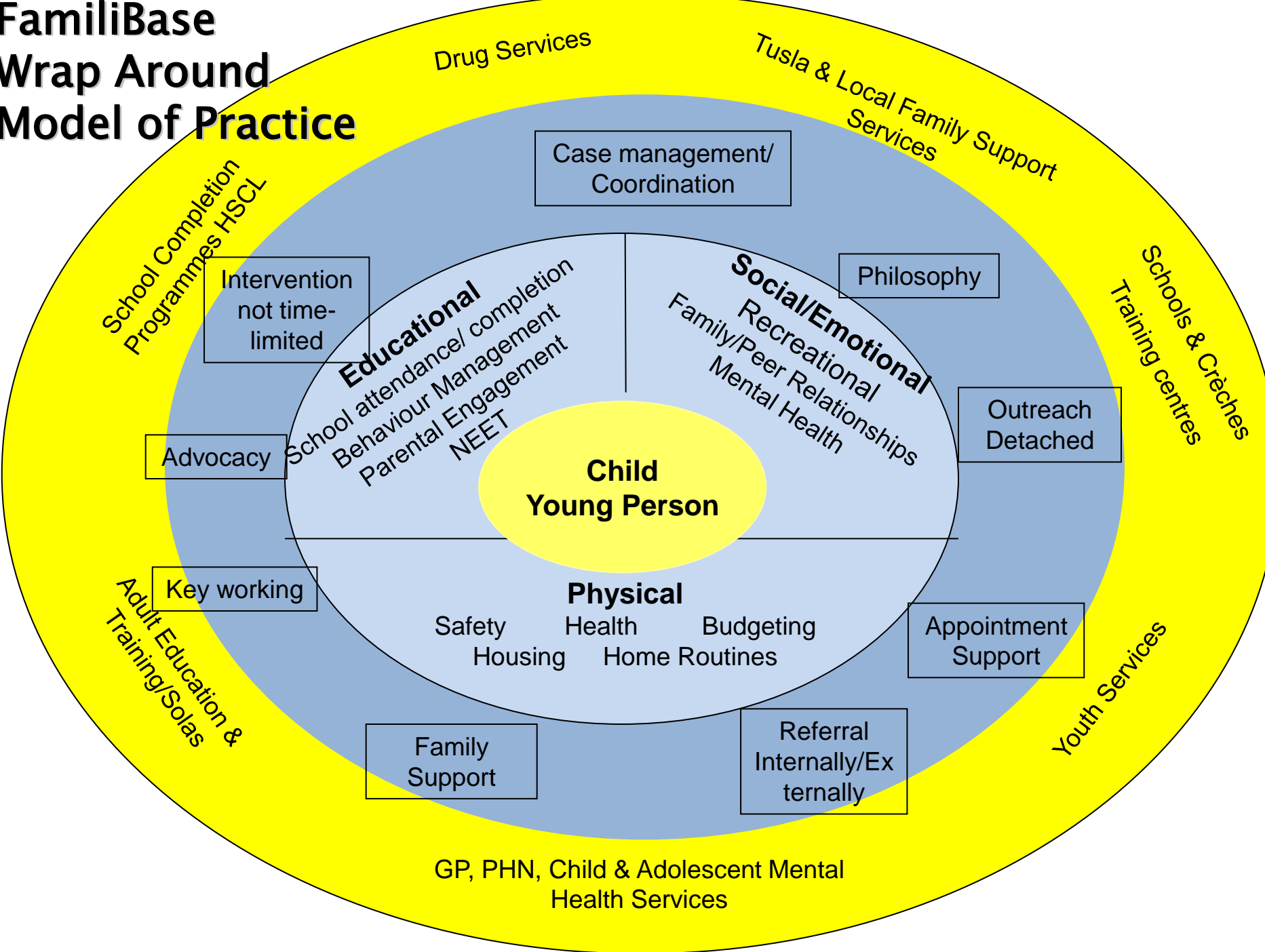
### Programme/Interventions

- Youth Work Programme
- Arts Programme
- Substance Misuse Programme
- Therapeutic Support
- Teen Parent Support Programme

### Activity/Methodologies

- Group Work**- Targeted and Universal; Personal Development, Informal Education, Sports and Recreation, Issue Based and Needs Led, Drop Ins and Structured Groups
- Keyworking** – At risk young people struggling to engage in groups, school, services and with family life
- Case Management**- Coordinating all necessary supports around the young person
- Therapeutic Supports and Prevention** – counselling for y/p with substance issues and prevention programmes in schools

# FamiliBase Wrap Around Model of Practice



# Some of the strengths of a community based multi-disciplinary team

## The FamiliBase experience.....

- Impact on school attendance (next slide for sample)
- Longstanding (10+ years) effective engagement of the core group that consistently are reported as 'disengaged', too hard to reach despite wide range of programmes/supports provided to address these needs in education, health, child welfare & protection settings
- Capacity to commit to a long term engagement/support based on different needs that emerge over time due to the community based nature of the provision. Capacity to respond to the different needs due to the multi-disciplinary nature of the team.

# Impact of multi-disciplinary team interventions

## Sample of impact on school attendance

<b>Pre CWP Intervention</b>  <b>89 school days absent</b>	<b>Pre CWP Intervention</b>  <b>121 school days absent</b>	<b>Pre CWP Intervention</b>  <b>56 school days absent</b>	<b>Pre CWP Intervention</b>  <b>72 school days absent</b>
<b>Post CWP Intervention</b>  School Year 1: 36  School Year 2: 10	<b>Post CWP Intervention</b>  School Year 1: 38  School Year 2: 42  School Year 3 : 9	<b>Post CWP intervention</b>  School Year 1 : 3	<b>Post CWP intervention</b> School Year 1: 35  School Year 2: 25  School Year 3 : 10

# Current Challenges

National strategy/policy advocates for approach but currently does not facilitate it operationally in a community based context:

1. Funding model—currently in the Irish context, to operate a multi-disciplinary approach can involve up to 7 different funding bodies, 5 different government departments. Dispersed across funders when current policy position in terms of the best practice of delivery ‘assumes’ co-ordination and collaboration of thinking across funders. 1 funder would be administratively easier but assessment & analysis needed on what potentially might be lost in that?
2. Service Delivery—within the confines of how Departments are organised, multi-disciplinary prevention and early intervention approaches are nationally impacted by restriction on funding by age-group, by the nature of the programme/service being provided, by professional delivering the service. FamiliBase have integrated their service delivery at a community level. Effective for those communities with long standing challenges in their engagement with statutory services.
3. Impact of recession/cuts on composition of the multi-disciplinary team—team can contribute more and impact more with Speech and Language and Psychology as part of its composition