

Whos life is it anyway?



Involving young people in care planning

What we're talking about:

1. How we plan- priorities
2. Questions/priorities from a young persons perspective
3. Involving us
4. Ambition



What if I am not ready for
this conversation?

Can I choose when it
happens?

Can I change my mind?

"It's easier to say I'm fine"

Do I have/get to say
something?

"I want this over as
quickly as possible"

"Cool, a whole meeting
about me"

Questions & Thoughts

Young people's voices

Why do I have to do this?

Do I have to be there?

Can I ask for things?

What's this all about?

"This sounds boring"

Who is everyone
involved?

"My friends don't have to
do this"

Who knows about this?

How we plan

Involving young people

Getting creative with it

Hearing our voice:

- Relating to children and young people as experts at this point in their lives
- Valuing their perspectives of their lived experiences
- Being open to hearing the views of children and young people when they are ready
- to share them, not just when adults require them
- Making it safe
- Using language and communication methods that are inclusive, engaging &
- meaningful for the child/young person

Safe spaces- what is the environment/ how are we ourselves coming into that space

Active listening

Would young people reflect the same?

Help us see the benefits of personal development plans in general:

- It brings your vision to reality.
- It ensures you take appropriate and logically planned action.
- It helps you improve your time management skills so you can achieve your goals.
- It's a plan to keep track of progress, which serves to motivate you when you want to give up.
- It's been proven to reduce stress, improve balance in life, and increase self-confidence.

FUN

How do we know what we're entitled to?

Role modelling

Show an understanding of our experiences and barriers

How we plan

Involving young people

Having high ambitions

What goals can I realistically attain through my own efforts?

Setting SMART goals; knowing my options; storytelling

What skill or knowledge will I need to improve or acquire?

Practical skills, regulation skills, communication skills etc..

What self-management capability will I need to improve or acquire?

What are my concerns, how do I manage my time etc

What are my strengths and how can I develop them?

Learning to how to identify strengths; Ambitions and expectatins that currently surround us

Can you see the person with support needs in them? their hopes, dreams, wishes, preferences, ability to support themselves?

Have we considered gaps/potential 'pitfalls'

How are we: strengths-based, trauma-responsive, person centered...

How ready are we to adapt?

Questions

From your perspective/for us

How are young people involved in their planning?

How do we ensure all changes are updated and communicated?

How are we involving wider support team?

Are risk assessments robust/how do you keep them balanced?- Leads to a question about how we support young people to take safe risks- the concept of safe risks.

How are we sharing information in a child-centred manner?

How do we talk about goals/plans and what has been achieved or not since last review?