Independence and VOICE

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The Transitions Journey

Ages 16+

Preparing for adulthood

Pathway Planning

A focus on "leaving" care.

What does independence mean to us?



How do we ensure the young persons voice is central to these preparations/this journey?



Independent Living Skills

The practical elements: finances; employment/education; housing...

How can we hear the young person's voice in each area?

Independent Living Skills

The practical elements: finances; employment/education; housing...

How can we hear the young person's voice in each area?

Finances: understanding their starting point, goals, aims

Employment/Education: providing options; case studies, letting them know

what's out there and using their strengths to hone in areas of interest

Housing: knowing their rights, what they are entitled to, what different routes

look like...

SOCIAL and **EMOTIONAL** skill development

Independence: What does this look like?

How do we talk about successful transitions?



Independence What does this look like?

- Young people expected to be self-sufficient
- Relying on ones-self
- Links to perceptions of what a successful transition looks like





Social awareness:

Self-Management:

Self-awareness:

Responsible decision-making

Relationship skills:

Social and Emotional Skill Development

Social awareness:

Perspective-taking, empathy, appreciating diversity, respect for others

Self-Management:

Impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills

Self-awareness:

Identifying emotions, accurate self-perception, recognising strengths, selfconfidence, self-efficacy

Responsible decision-making

Identifying problems, analysing situations, solving problems, evaluating, reflecting and ethical responsibility

Relationship skills:

Communication, social engagement, relationship-building, teamwork

No Wrong Door

The Guarantor Scheme

Stay Put

Interdependence Initiatives

Specific Policies; Residential Care

Next Steps

Mockingbird