

The Centre
for YouthAOD
Practice
Development

Care Planning for Resilience



Care Planning for Resilience increases young people's capacity to **overcome adversity** and creates the conditions for **positive development...**

This requires young people having access to the resources and support they need to: Prevent Harm

Meet their needs

Fulfil their aspirations

Deal effectively with life stressors

Domains of Need

Healthy development and the resolution of problems depends on young people meeting their needs for:

Safety – Protection from harm and the capacity to respond to crisis

Stability – Security and the capacity to meet basic needs

Agency – Control over health compromising issues and behaviours

Participation – Engagement in satisfying, socially valued activity

Connections – Helpful relationships with people, culture and places

Identity – A coherent sense of self and one's place in the world

Problem behaviours often develop and are reinforced when these needs cannot be met in constructive ways.

**A motivating plan
is developed which
addresses the issues
that matter to the
young person.**

**It facilitates transition
from defensive coping
to healthy adaptation;
applying evidence
from developmental
science and resilience
research.**

Phase 1: Determine Need

The four practices of contemporary Motivational Interviewing are used to identify goals.

Engage

- Welcome young person to service
- Acknowledge reason for attending
- Present opportunities for assistance

Focus

- Select area of focus and identify aims
- Describe nature and extent of problem

Evoke

- Explore function and meaning of problem
- Identify stressors that trigger problem
- Determine unmet needs that drive problem
- Identify times when problem has no impact

Plan

- Confirm young person's objectives
- Create goals that build on strengths
- Address unmet needs and stressors



Phase 2: Assess Capacity

Resource Evaluation Guide

Capacity to achieve the goals identified in phase 1 is assessed.

What resources are needed?

Are these resources available?

Are there any barriers to accessing or making effective use of resources?

Can unavailable resources be located or developed?

The Resource Evaluation Guide provides practitioners with a systematic way to assess the internal and external resources required.

EXTERNAL RESOURCES

| Material | Access to: |
|----------|------------------------|
| | Income |
| | Safe environments |
| | Housing |
| | Food & Clothing |
| | Information technology |
| | Transportation |

| People | Relationships with: |
|--------|--------------------------------|
| | Family & kinship network |
| | Friendship networks & partners |
| | Caring adults |
| | Community networks |

| Community | Opportunity to connect with: |
|-----------|----------------------------------|
| | Culture |
| | Spiritual organisations |
| | Enabling places |
| | Education, employment & training |
| | Sport, recreation & leisure |
| | Broader social movements |

| Services | Accessibility of: |
|----------|--------------------------------|
| | Health care |
| | Dental care |
| | Mental health services |
| | AOD services |
| | Homelessness services |
| | Counselling & support services |
| | Emergency services |

INTERNAL RESOURCES

| Abilities | Living Skills: |
|-----------|---------------------|
| | Health literacy |
| | Resourcefulness |
| | Cultural competence |
| | Numeracy & literacy |

| Self Management: |
|---------------------------|
| Insight and acceptance |
| Emotion regulation |
| Impulse control |
| Problem solving |
| Understanding experiences |

| Interpersonal: |
|--------------------------------|
| Self & other awareness |
| Communication skills |
| Assertiveness skills |
| Balance needs of self & others |

| Attributes: |
|---------------------------|
| Talents |
| Intelligence |
| Concentration & attention |
| Fitness & health |
| Appearance |
| Temperament |

| Beliefs | Self concept: |
|---------|-------------------------|
| | Self-esteem |
| | Self-efficacy |
| | Values & attitudes |
| | Interests & commitments |
| | World view |

| Meaning: |
|--------------------|
| Sense of security |
| Sense of purpose |
| Sense of belonging |
| Hope & optimism |

Phase 3: Create Care Plan

Making a Care Plan with a young person aligns their needs and goals with resources, while addressing barriers.

The 5 practices that ensure resources are available and barriers are addressed are:

Protect

Counter negative influences and protect existing resources from being compromised

Provide

Make necessary resources available

Connect

Link young people to necessary resources in their environment and within themselves

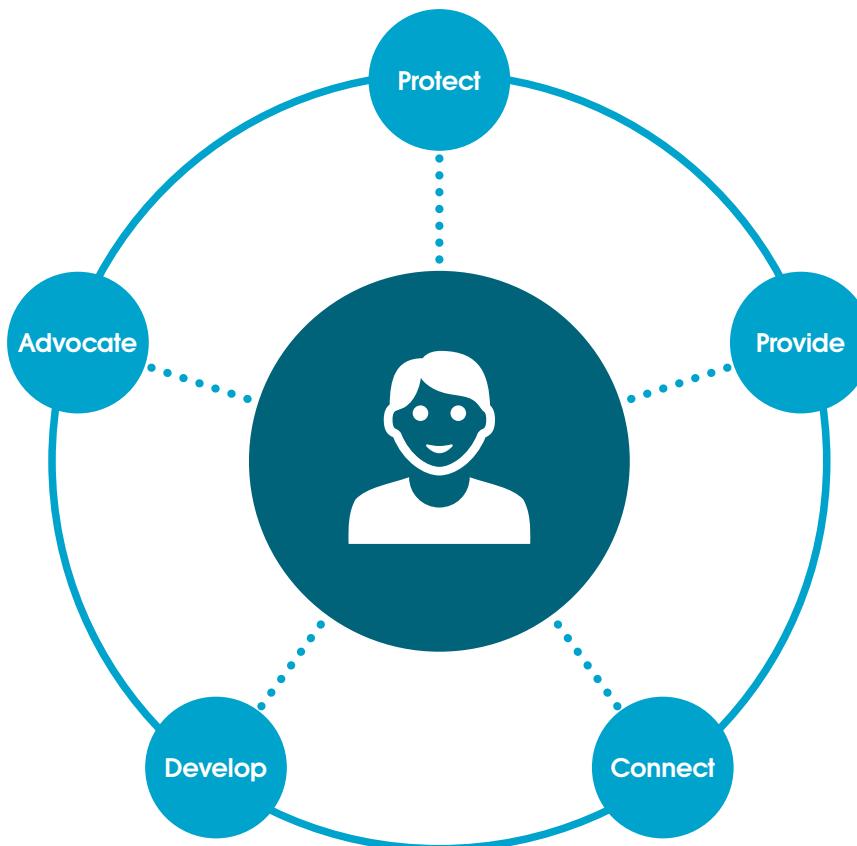
Develop

Teach young person skills and develop their capacity to achieve their goals, and make the most of other resources

Advocate

Ensure that resources are available to young people in ways that work for them.

Care Plan Actions



Progress towards goals is reviewed at regular intervals and the plan refined. The nature and extent of the presenting issue and associated life complexity is also measured at every review.

#practiceourway



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The Centre's mission is to bring together expert practitioners and researchers to develop practical and effective responses to the needs of young people affected by alcohol and other drug (AOD) problems.

youthaod.org.au

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