

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

Engage



Focus



Evoke



Plan



Phase 2: Assess Capacity

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.

Resource Evaluation Guide

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

Care Plan Actions

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

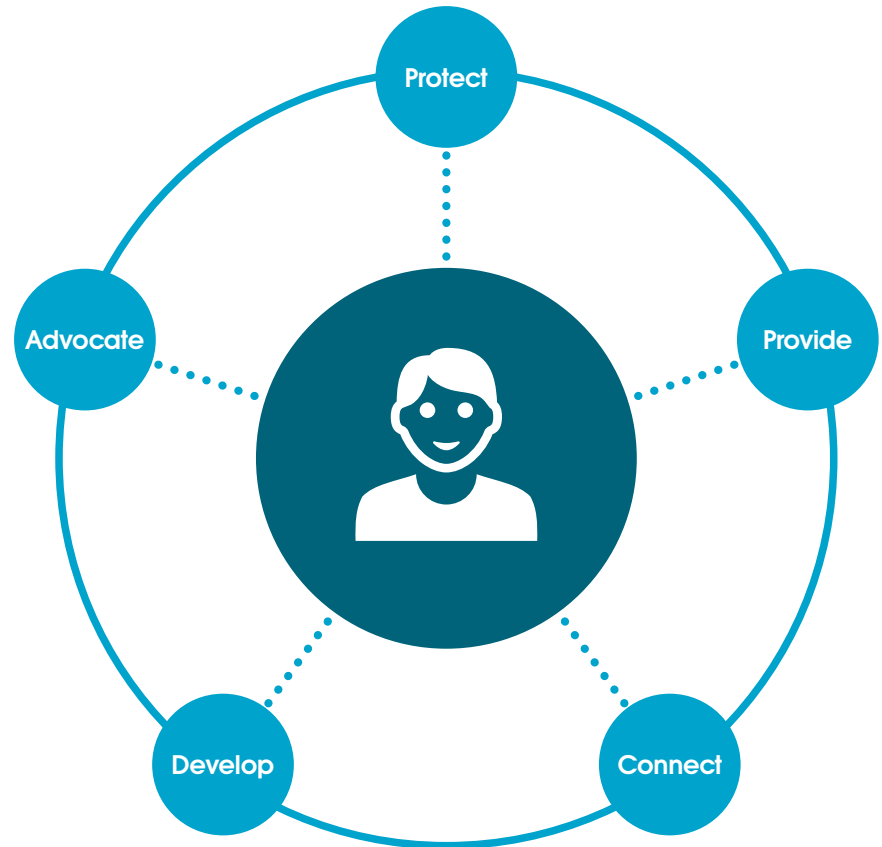
Link young people to necessary resources in their environment and within themselves

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.



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



The Centre
for YouthAOD
Practice
Development

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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