

Developing effective practice with young people

20th June 2005

Kevin Wong



changing lives
reducing crime

Nacro – what do we do ?

- **We are the *principal* crime reduction charity in England and Wales**
- **We deliver direct services to at risk young people, young offenders, ex offenders and disadvantaged groups**
- **We develop innovative practice with national and local partners: *sports projects, restorative justice***
- **We deliver research, evaluation, consultancy, training, and policy development services to central government and other national and local public sector agencies**



What is effective practice ?

6 key principles

When developing interventions...

- Understand why (*you think*) you're doing what you're doing
- Check the research evidence
- Involve young people and the local community
- Recognise and value diversity
- Place within a wider strategic context
- Monitor and evaluate

(Adapted from: 'Best Behaviour' Government Office West Midlands and The National Youth Agency)

Understand how, who, where...

- Identify mechanism/technique
- *How* does it work ?
- Which young people does it work best with ?
(*Who* ?)
- Which contexts does it work best in ? (*Where* ?)

(From 'Young people and community safety: developing a strategy' Nacro 2002)

Example – how, who, where

Peer education:

- How - Content peer led; more relevant; more impact; more credible
- Who - Those who are more marginalised; who may be anti-authority; girls may respond more to peers of their own age
- Where - Informal settings; absence of adult surveillance; within a structure and parameters set by adult professionals

How, who where - Identify gaps in provision

Adapted from 'Best behaviour' 2003

	Disappointed	Disaffected	Disappeared
Individual			Peer mentoring
Groups		Targeted youth work	
Universal	School based work		

Check the research evidence

- Think developmental

Prevention = Risk + Protective + key transitions

Adapted from 'Pathways to Prevention' Developmental and early intervention approaches to crime in Australia , Homel et al 1999

(C) Copyright Nacro - Changing lives reducing crime (2005)

Research evidence - risk and protective factors

Child context
risk and
protective
factors from
'Pathways to
prevention'
Homel et al
1999

Risk factors

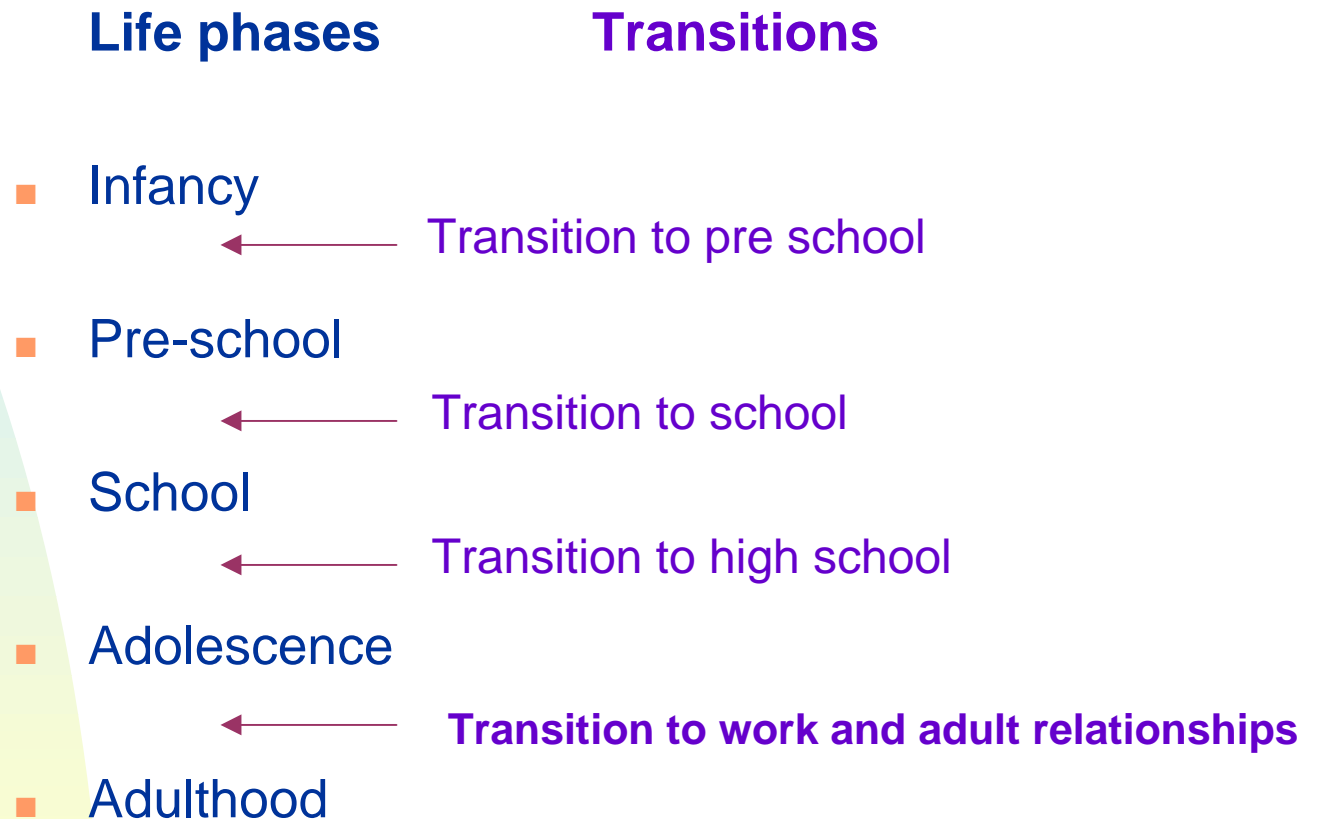
- **Difficult temperament**
- **Low intelligence**
- **Insecure attachment**
- **Poor problem solving**
- **Beliefs about aggression**
- **Attributions**
- **Poor social skills**
- **Low self esteem**
- **Lack of empathy**
- **Alienation**
- **Impulsivity**
- **Hyperactivity**

Protective factors

- **Social competence**
- **Social skills**
- **Above average intelligence**
- **Attachment to family**
- **Empathy**
- **Problem solving**
- **Optimism**
- **School achievement**
- **Internal locus of control**
- **Moral beliefs**
- **Values**
- **Self related cognitions**
- **Good coping style**

Research evidence – transitions & phases

Adapted from
Pathways to
prevention,
Homel et al 1999



Involve young people and the community

- Arnstein's 8 'rung' ladder of participation
- Burns' 14 'rung' ladder of participation
- Solace (1999) typology of community involvement
 - *Information* (information and opportunities to better inform the public)
 - *Learning* (Listen and learn from the public)
 - *Exchange* (Define issues and debate problems and solutions with the public)
 - *Empowerment* (Devolve decision making and resources to representative public forums)

(Adapted from 'Putting the community into community safety' Nacro)

Recognise & value diversity

More involvement = greater chance of success

Place in a wider strategic context

Identify linkages to the following:

- Crime and disorder reduction strategy
- Youth Justice Plan
- DAT/DAAT/SMAT plan
- Prevent & Deter
- Youth inclusion support panels
- Regeneration plans
- Education Development plan
- Behaviour Support plan
- Children's services plan
- Community plan
- Health plans

Monitor & evaluate

'Scared
straight'
review

Petrosino
1999

Because you could be causing harm...



If you remember nothing else...

6 key principles

When developing interventions...

- Understand why (*you think*) you're doing what you're doing
- Check the research evidence
- Involve young people and the local community
- Recognise and value diversity
- Place within a wider strategic context
- Monitor and evaluate

(Adapted from: 'Best Behaviour' Government Office West Midlands and The National Youth Agency)

Information points

- Crime Reduction and Social Inclusion Unit, Government Office West Midlands - www.go-wm.gov.uk/cru
- National Youth Agency - nya@nya.org.uk
- Nacro – kevin.wong@nacro.org.uk www.nacro.org.uk
- Pathways to prevention – www.ncavac.gov.au