



Supportive Hands

Therapeutic Needs Assessment

Presentation created by

Derek Brown

Supportive Hands

30 March 2020

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Who are We & Why are We doing this...

Supportive Hands is a small company that supports *Organisations, Departments, Relationships, and Individuals* in coping with change requirements in a targeted and innovative way.

Our strategic areas of support are *social services, human services, defence and emergency services, health, and education...*



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Who are We & Why are We doing this...

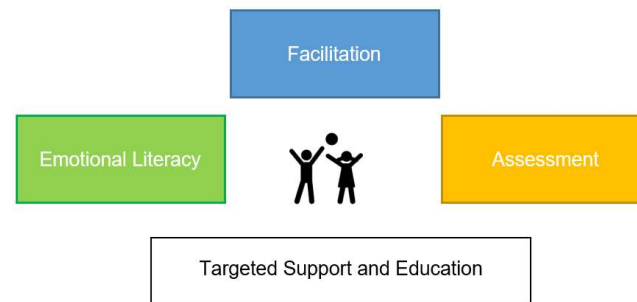
Supportive Hands have developed and are delivering the below programs;

- ▶ **Therapeutic Needs Assessment** (SHANARRI & TLSW Assessments – identifying need and planning requirements as well as change effectiveness).

Other Supportive Hands products.

- ▶ **The Home Attunement Program** (Schools, OoHC, Residential, Contact, Family Support, Placement Prevention, Early Intervention and Family Reunification Services).
- ▶ **Mental Health and Wellbeing Program** (School focus – CIR, Behaviour management, EL one on one program and teacher and student wellbeing program).
- ▶ **THANaS Program** (Therapeutic Health Attunement Needs and Support Program, supporting Health care, age care and disabilities *(in development)*).

Supportive Hands are striving to Improve lives through knowledge, evidence, innovation and partnerships...



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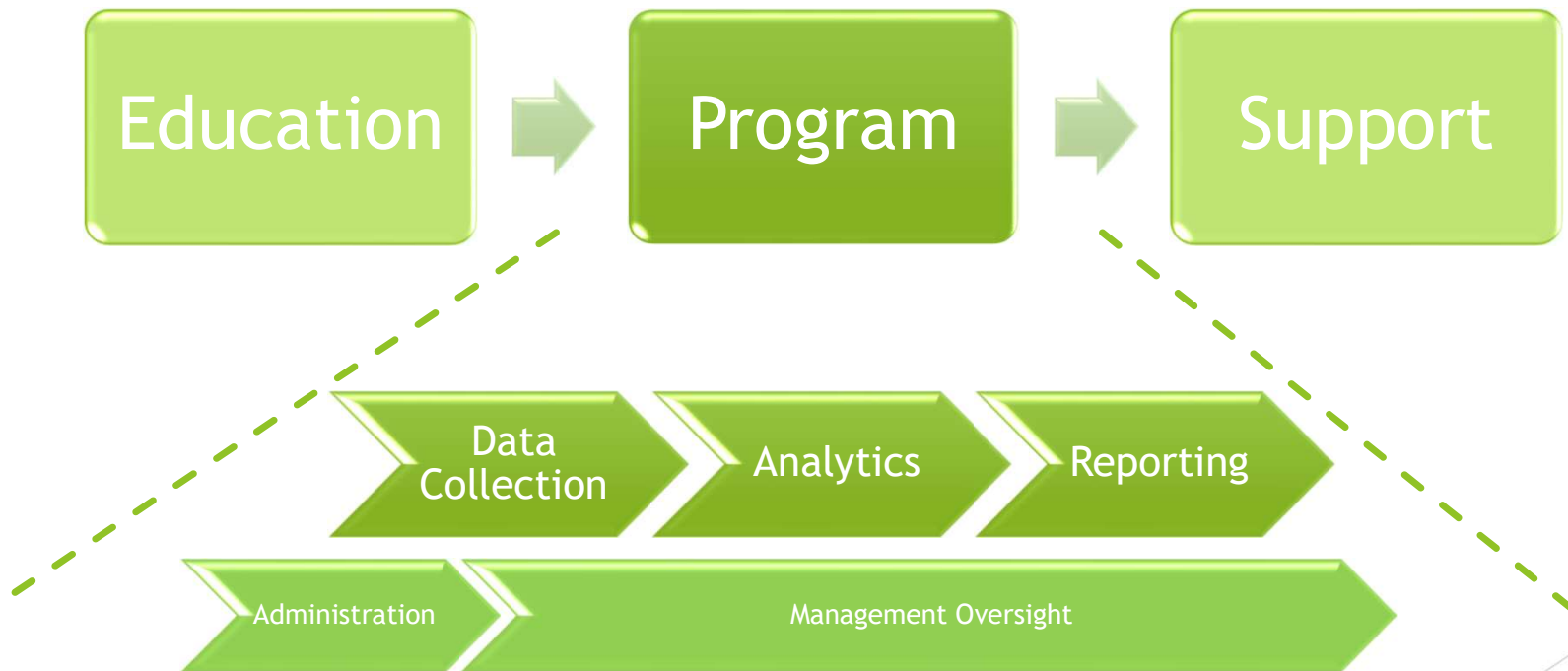
Product Drivers

Safety

Stability

Engagement

TNA Product Service Offering



Key Features

User friendly comprehensive assessment

Scientific & solution focused

Decisions created through analytics

Multi level reporting

Simple, understandable & trackable

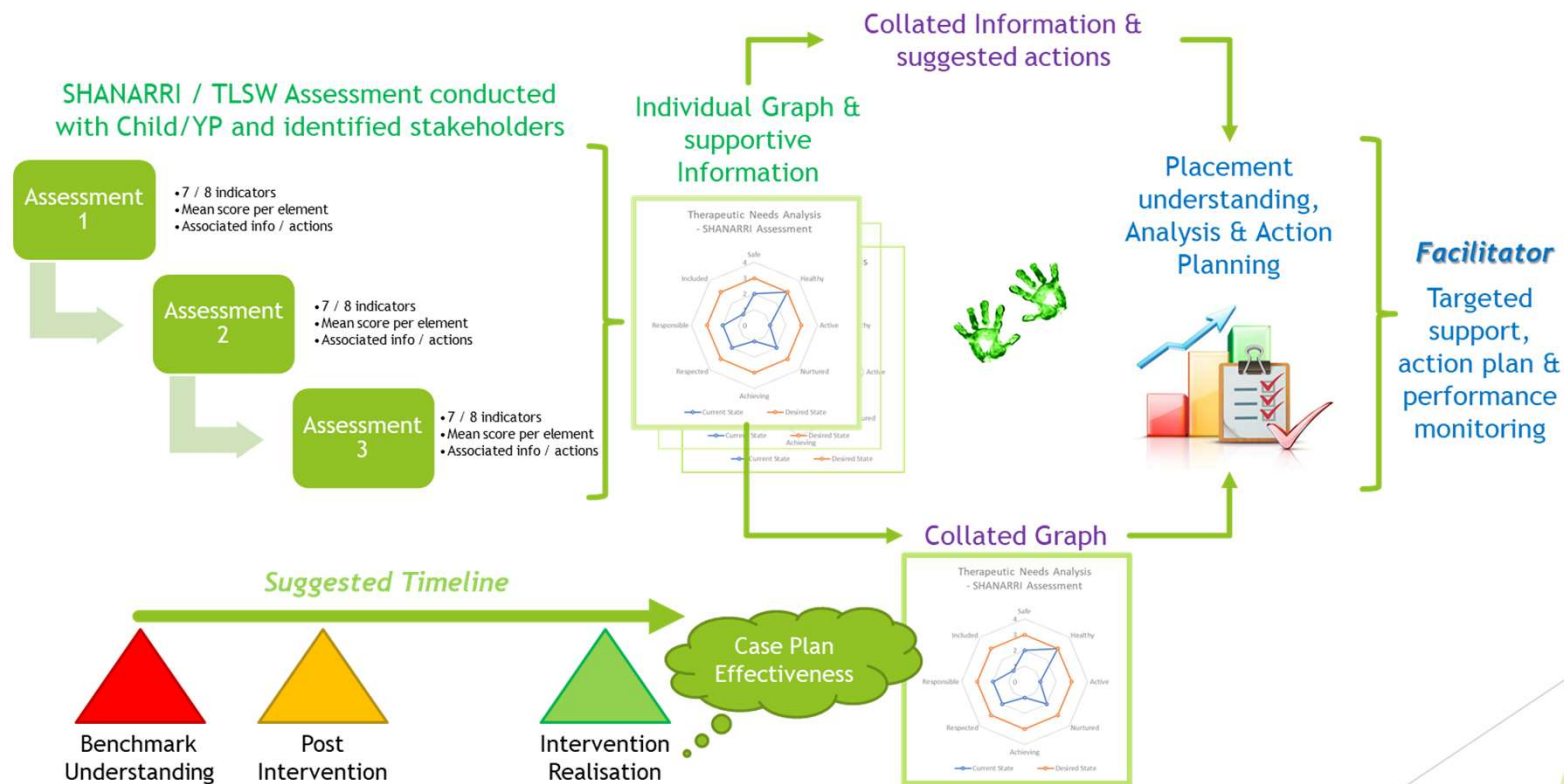
Built in data integration



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Therapeutic Needs Assessment

The below diagram shows the key elements of the TNA process.



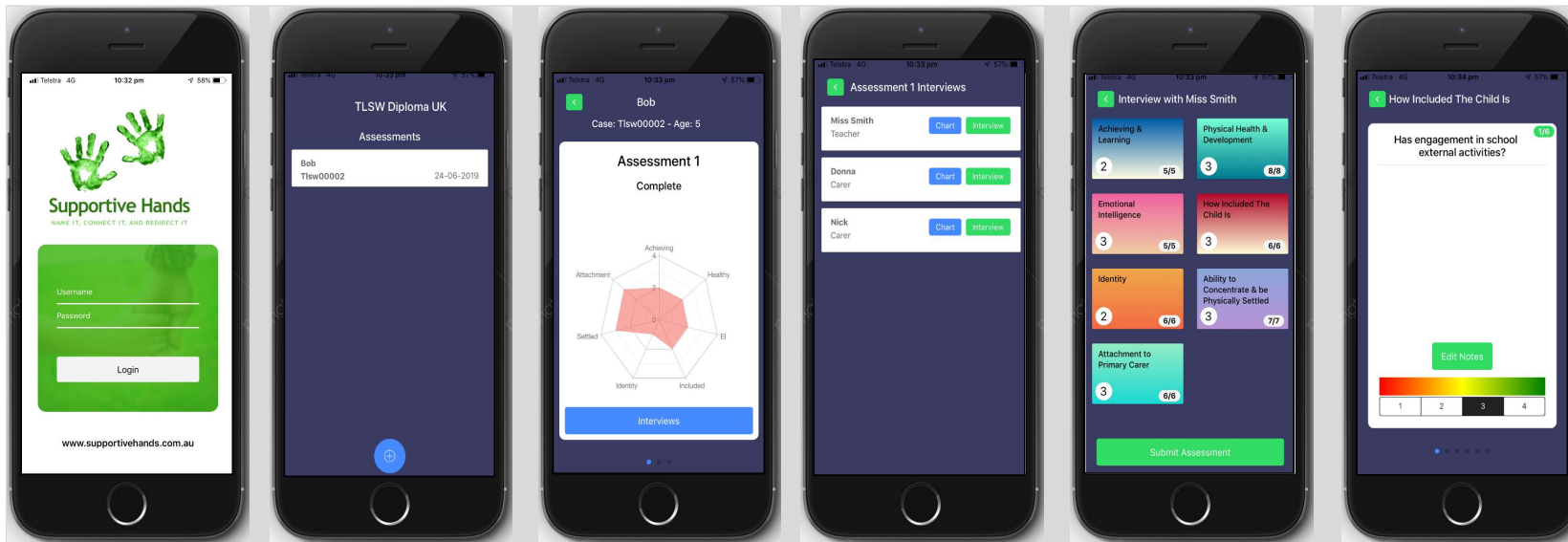
TNA - Facilitator

This screen shows the data collection flow via a mobile app...

Facilitator Assessment list

Interviewee list

Indicator questions



Log on screen

Case overview screen

Interview indicator screen

Analysis and Therapeutic Case Planning

These screens show the data collected in the online therapeutic case planning capability...

Assessment Type	Person	Case Id	Age	Created Date
TLSW	Indira	TLSW	13	17/07/2019
SHANRR	Jake	SH0004	11	10/07/2019
TLSW	Bob	Tlsw0002	5	24/06/2019

Assessment main page

Case ID: Tlsw0001 | Name: Magda | Age: 11

A1 Status: Completed | A2 Status: Completed | A3 Status: In Progress

Score	Category	Description
2.8	Achieving & Learning	Achieving & Learning, this means you will get the support and guidance to learn, develop skills, and build confidence and self-esteem.
3.5	Physical Health & Development	Health, this means that you will have good health and be supported to make health choices.
2.5	Emotional Intelligence	Emotional Intelligence, this means you will be able to identify and express a range of feelings to people you trust and identify other peoples emotions and respond appropriately.
2.8	How Included The Child Is	Included, this means that you will have opportunities to make friendships both inside and outside of school and that you are included in your family and community.
2.3	Identity	Identity, this means you have been able to work through all the things you were confused about and understand why you live where you do now.
3.1	Respected	Respected, this means you will be listened to, involved in decisions that affect you, supported and advised regarding your rights and able to play an active and responsible part in your placement, school and community.

Analysis and Therapeutic Case Planning

Case ID: Tlsw0001 | Name: Magda | Age: 11

A1 Status: Completed | A2 Status: Completed | A3 Status: In Progress

No	Question	Symptom	Comments	Score	Outcomes
1	Has a stable and permanent place at school and is thriving in all areas?	3	Natalia - Help required	EGL... 3.0	3 Magda will have in class support to assist her by ensuring she is understanding content
2	Enjoys school and looks forward to going each day?	3	Mrs Teacher - Magda takes a while to settle in class and enjoys when she is there	EGL... 3.3	3 -- select
3	Has friends and can maintain these friendships in the school?	2	Summary - Magda needs assistance with her social and peer relations. Mrs Jones - Magda needs assistance to engage with the other students. Mrs Teacher - The class accept Magda as part of their classroom community however she tends to parallel play and has little tolerance for others suggestions or involvement. Natalia - Magda needs support with friends	EGL... 2.3	2 A teachers aid with experience in mentoring peer/social skills to be engaged by school
4	Is able to learn from parents/carers at home?	3	Mrs Jones - Her mother said this is improving the longer they are together	EGL... 3.0	3 -- select

TNA Assessment & Exec Reporting Framework

The two outcome focused reports provide a multi level communication approach, supporting both environmental enhancement, intervention evaluation and internal capability development.

Executive Report

Interviewee Report

Assessment Report

Intervention Plan

Interviewee: Mrs Jones
Role: Teacher
Interview Date: 22/06/2019

1. Achieving & Learning

- Has a stable and permanent place at school and is thriving in all areas? 3
- Enjoys school and looks forward to going each day? 3
- Has friends and can maintain these friendships in the school? 1
Magda needs assistance to engage with the other students
- Is able to learn from parents/carers at home? 2
Her mother said this is improving the longer they are together
- Is able to understand requests and learns from mistakes made? 1
Magda needs a lot of guidance to fulfil tasks.

2. Physical Health & Development

- Receives a nutritious diet? 4

Assessment Report

Ind	Question	Risk Score	Comment Summary	Action Ranking	Specific Action / Recommendation	Action Lead	Expected DoC
1	1. Has a stable and permanent place at school and is thriving in all areas?	3		3	Magda will have in class support to assist her by ensuring she is understanding content	School	01/10/19
	2. Enjoys school and looks forward to going each day?	3		3			
	3. Has friends and can maintain these friendships in the school?	2	Magda needs assistance with her social and peer relations.	2	A teachers aid with experience in mentoring peer/social skills to be engaged by school	School	01/09/19
	4. Is able to learn from parents/carers at home?	3		3			
	5. Is able to understand requests and learns from mistakes made?	2	Magda is impulsive and needs support to stop, think, act.	2	A visual tool in the class room to remind Magda to stop, think, act	School	02/10/19

Implementation is the process that turns strategies and plans into actions in order to accomplish a safe and developing environment for Children and Young People. It is expected that the graph representation will grow by completing the recommendations before and hence, reducing the indicator risk elements.

Indicator 1 - 2.8 Achieving & Learning - Achieving & Learning, this means you will get the support and guidance to learn, develop skills, and build confidence and self-esteem.

Question	Action Ranking	Specific Action / Recommendation	Action Lead	Expected DoC
1. Has a stable and permanent place at school and is thriving in all areas?	3	Magda will have in class support to assist her by ensuring she is understanding content	School	01/10/19
3. Has friends and can maintain these friendships in the school?	2	A teachers aid with experience in mentoring peer/social skills to be engaged by school	School	01/09/19
5. Is able to understand requests and learns from mistakes made?	2	A visual tool in the class room to remind Magda to stop, think, act	School	02/10/19

Indicator 2 - 3.5 Physical Health & Development - Health, this means that you will have good health and be supported to make health choices.

Question	Action Ranking	Specific Action / Recommendation	Action Lead	Expected DoC
2. Has good mental health?	2	NDIS plan to focus on early intervention for MH focusing on Magda's self esteem	Other	01/10/19
6. Can express feelings appropriately?	2	Magda to engage in TSW to support Magda and Natalia to have a shared emotional literacy and vocabulary	Case Worker	01/10/19

Assessment #3: [In Progress] - Started: 05-09-2019 - Completed:

The Therapeutic Needs Assessment Application is designed to support the TSW intervention comprising of seven indicators to be assessed: Achieving and Learning, Physical Health and Development, Emotional Intelligence, How Included the child is, Identity, Ability to Concentrate and Physical Settled, and Attachment to Primary Carer.

The assessment is focusing on environmental risk that the child / young person is exposed to. The four levels assessed are identified below:

Assessment #2: [Completed] - Started: 29-07-2019 - Completed: 05-09-2019

The Therapeutic Needs Assessment Application is designed to support the TSW intervention comprising of seven indicators to be assessed: Achieving and Learning, Physical Health and Development, Emotional Intelligence, How Included the child is, Identity, Ability to Concentrate and Physical Settled, and Attachment to Primary Carer.

The assessment is focusing on environmental risk that the child / young person is exposed to. The four levels assessed are identified below:

Assessment #1: [Completed] - Started: 22-06-2019 - Completed: 29-07-2019

The Therapeutic Needs Assessment Application is designed to support the TSW intervention comprising of seven indicators to be assessed: Achieving and Learning, Physical Health and Development, Emotional Intelligence, How Included the child is, Identity, Ability to Concentrate and Physical Settled, and Attachment to Primary Carer.

The assessment is focusing on environmental risk that the child / young person is exposed to. The four levels assessed are identified below:

4 = No evidence that child's environment stimulates or exposes the child to risk.
3 = Mild problem in the environment that may expose child to risk.
2 = Moderate problems in children environment that clearly exposes the child to risk.
1 = Severe problems in the child's environment that expose child to risk.

28 Actions Recommended

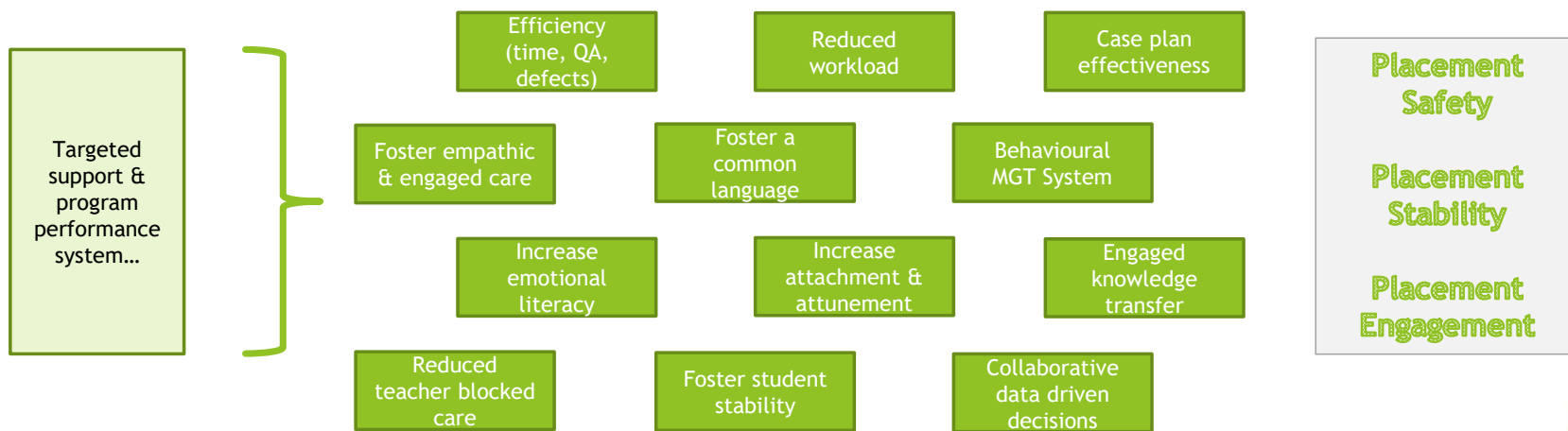
Expected 10.7%
Expected 9.8%
Lydia (Other)

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Benefit Realisation Focused (Outcomes)

The key to a program success is benefit tracking through the **Therapeutic Needs Assessment** (measuring the before, after & sustained situation).

The **TNA** has successfully been deployed in the UK from early 2000's and is utilised by the court system in the benefit of interventions supporting children and young people.



System Integration

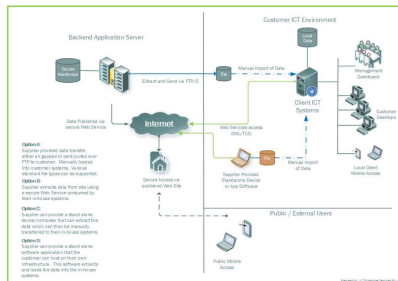
The Supportive Hands products allow collection and analytics to be conducted in the understanding, strategy design, and support execution. The products also produce tailored reports that are to be integrated into the file management system of the School.



Supportive Hands Products
Cloud based analytics and data recording.



Web based Product Reporting
File / data saved as PDF, XLS, XLSX, RTF, DOCX, MHT, HTML, TEXT, CSV, Image.



System Integration
Tailored service to support organisational requirements.

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File and KPI Management
It is recommended that the report or data is imported within the Agency Knowledge Management System.

Tailored Deployment & Costing Model

Supportive Hands will tailor the deployment package that best meets needs and requirements.



UNDERSTAND

We are focused on active listening to understand your needs & requirements, whilst establishing a collaborative relationship in the development of achievable goals.



EDUCATE & DEPLOY

Critical to any successfully outcome is the engagement, communication, education, & commitment. We will work with the organisation to ensure clarity & buy-in is established to support program deployment.



MONITOR & SUPPORT

We will support the program whilst monitoring data quality & system reliability. Key to the program success is to ensure all roles & responsibilities are aligned & are using the data to its potential.

Agreed
deployment
approach.

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Tailored Deployment & Costing Model

Supportive Hands will tailor the deployment package that best meets needs and requirements. The costing model is a licensing approach with individual license costings, giving access to one TNA license for one child/young person within a 12 month period.

Note - there are no in-App or additional purchasing options, however an additional fee may be charged for training, configuration, and IT requirements.

TNA

#	AUS	UK	USA	<i>discount</i>
1-50	\$150	£90	\$105	0%
>50	\$140	£85	\$100	5%
>100	\$135	£80	\$95	10%

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Derek Brown



Who we are

Derek Brown is the Director and Principal Consultant of Supportive Hands Pty Ltd. Derek has delivered over 20 years of professional services supporting business transformation and behavioural change in both public and private sectors. He has demonstrated success in system, process, and behavioural change in a variety of global industries with diverse stakeholder groups. This experience working with people of all age groups, management levels and complex environments, has provided the foundation in challenging the status quo and developing innovative initiatives that drive measurable results. Derek has strong belief that any organisation can operate systems and processes to deliver results, yet the organisation that learns to tap into and maximise the potential of their people, provides greater capacity for growth and hence, the greater ability to make a difference. (National Police Cert – cf133/2008. NSW - WWC1601828E. ACT WWVP - 0000130059)



Richard Rose



Richard Rose is the Director of Child Trauma Intervention Services Ltd. Richard undertakes consultancy and training on Life Story Therapy and working with 'hard to reach' children and adolescents, and develops academic training programmes in the UK and internationally. He is an Adjunct Associate Professor of Social Work and Social Policy at La Trobe University, Melbourne, Australia and is also a Fellow of the Berry Street Childhood Institute, a part of Berry Street, Australia. He has also been asked to join a research team led by the University of Melbourne to study the application of Life Story Work for young people leaving (and those that have left) institutional care. Richard provides team supervision in Australia, Portugal and the UK; specialised training of life story work across the world; Key Note Presentations and International workshops and he also provides support to organisations working with hurt children and young people.



Kerri Cronan-Dixon



Kerri Cronan-Dixon is the Director and Principal Consultant of Collaborative Business Excellence Pty Ltd. Kerri has 25 years experience in Child Protection and Out of Home Care Services in New South Wales and ACT, Australia in both Non-Government and Government organisations. In particular, Kerri has worked with children and young people with high and complex needs and the teams that surround them.

(NSW - WWC0145365E / ACT WWVP – 0000103817)

Thank you

Supportive Hands would like to thank you for time and we look forward to receiving your interest and feedback.

Please feel free in reviewing the web page

www.supportivehands.com.au

for additional information and contact details.

Regards

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