YOUTH ENGAGEMENT STRATEGIES

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SHINE CHILDREN & YOUTH SERVICES

Community Social Work	School Social Work	Targeted Interventions	Educational Psychology	Training, Consultancy & Research
Project Spooner Road	The Scaffold Programme (TSP)	Integrated Service Provider (ISP)	Assessment & Diagnosis	Training
	Integrated Care Programme	Youth COP	Intervention & Learning Programmes	Consultation
	After School Engagement	ResiL!ence	Reading Odyssey	Research
	Targeted Groupwork			Staff Professional Development & Supervision

Integrated Service providers For MSF-funded Youth-At-Risk Programmes

9 ISP agencies serve
9 SSO regions

SHINE Clementi

Queenstown, Jurong East, Bukit Timah & Clementi

SHINE Hougang

Serangoon, Sengkang, Hougang

Each ISP provides a suite of MSF-Funded programmes for youth offenders or youths with school absenteeism under 21 years old

All programme referrals within region to be directed to the regional ISP

ISP PROGRAMMES

Enhanced Step Up Programme (ESU)

Casework programme for students with school absenteeism
Referred by schools

Guidance Programme (GP)

Diversionary programme for youth offenders
Referred by SPF

Triage System

Early identification and assessment of youth offenders
Referred by SPF & CNB

Youth Enhanced Supervision (YES) Scheme

Diversionary programme for youth drug offenders
Referred by CNB

Streetwise Programme (SWP)

Diversionary programme for youths with secret society associations
Referred by SSB

Theft Intervention Programme (TIP)

Specialised treatment group programme for repeated theft offenders
Referred by Probations or Residential Homes

Involuntary youths = unengaged and/or disengaged youth?

Re-looking "Youth Engagement"

"The client viewing treatment as **meaningful**;
a sense of **being involved** in the therapy and **working together** with the therapist,
that therapeutic goals and tasks in therapy can be **discussed and negotiated** with the therapist,
that **taking the process seriously** is important,
that **change is possible**"

(Friedlander et al, 2006)

YOUTH

PROFESSIONAL

Spoken &Unspoken Labels youth receive

Young punk

Good for nothing

Parents didn't teach them well, must have permissive parents

Hopeless

Liar, full of excuses

Offender

Spoken &Unspoken Labels youth receive

Need to escalate to FGO

Educate parents on FGO

Defies authority

Need to learn compliance to rules & authority

Low impulse control

Need to teach impulse control skills

Poor emotional regulation

Need to equip mindfulness skills

Anti-social attitudes

Need to go for victim impact module

Weak decision-making skills

Need to build responsible decision-making skills and consequential thinking

Self-reflection

What are Tensions in working with youths in Diversionary and Mandated Programmes?

Social control agent
Change agent

Systemic theory

Our lens influences our stance, posture, language and questions used

YOUTH

PROFESSIONAL

Four-factor model of change related to common elements among theories

(Lambert, 1992)

- No model has been shown to be significantly more effective than others.
- Instilling Hope – perceived ability to imagine pathways and the persistance to reach and attain goals
- Therapeutic relationship includes engagement

YOUTH

PROFESSIONAL

Collaborative approach:
We're both in this programme together.

"We have common goals for you to be crime-free and complete the programme successfully"

Common shared purpose between programme, parents and youths

Externalizing Rules and Programme from the Worker as a person

“The rules require you to be home by 9pm”

Vs

“I want you to be home by 9pm”

Misbehaviours/ infringements are opportunities where the youth are showing their true challenges

Utilise these as processing and teachable moments with a curious stance

Engaging Using the narrative approach

Relationship is collaborative, respectful, curious, non-assuming, empowering of client.

Double listening to subjugated stories, of hope, values, exceptions and resources

My Story

Recounting your story as a person or on your life, this exercise allows you to be reflective in order to gain perspective on your life as a whole. This is a storytelling outline that helps you organise events and gain self-compassion, without going too deeply into the memories.

1. **Write your Book Title below:**
   My Life
2. **Write out a minimum of seven Life Chapter Titles below that represent significant stages and events. For each chapter, write out one line to describe the Chapter (i.e. Chapter 1: A blow in my life – I met an accident and met a dedicated nurse.):**

Chapter 1: First Proudest Moment – My hard work paid off for the year of 2016 as I passed all my subjects for N'Level. I did not expect this at all but I remember that it felt so good to prove the teachers that thought I could not make it, wrong.
Chapter 2: Post-Secondary Education – However, although I excelled in my N'Level, I did not get into my first choice course in ITE. I wanted a designing course but unfortunately, was forced to accept the course that was offered to me.
Chapter 3: ITE – My attendance was really bad in school but I was diligently active in my CCA which is soccer. I made some really good friends there and I truly enjoyed that time the most.
Chapter 4: Soccer – This was the only activity in ITE that I would not miss. I played for a few competitions, representing the school.
Chapter 5: Dropout – Due to the lack of interest in the course that I was offered, I started to miss classes. Instead, I started to slack, played street soccer and "lepak" with my friends.
Chapter 6: Wrong Turn – One of my friends introduced me to drugs. Coincidentally, I was having a big downfall in my life so I went along with the idea. It was during this period of time that I met my ex girlfriend.
Chapter 7: Running away – I would take drugs with my ex girlfriend and we rented a place together. I "ran away" from home and my own personal problems instead of facing them and solving it. However, I could not run forever and eventually got caught.

Write your final chapter and one line description below:
Into the Future
I just want to stay sober and this time round, "run away" from drugs. I hope to be the best version of me for myself, my family and friends and also my girlfriend. These are the people that have never given up hope or faith in me. Also if God wills, I want to better myself, get a job in the F&B industry, preferably a barista and become an amazing barista.

Space of the unobvious
Space of the obvious

YOUTH

Meaningful

Being involved

Working together

Taking the process seriously

Change is possible

PROFESSIONAL