



# Young Person's Star™

The Outcomes Star for young people moving to independent living

accommodation

work & learning

people & support

Want to use this tool?

Visit [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk)

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or 020 7272 8765

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Please contact [info@triangleconsulting.co.uk](mailto:info@triangleconsulting.co.uk) to enquire about buying a licence and training.

Licences are also available for those wishing to translate the document into other languages.

## The Outcomes Star™

This Star is part of a family of Outcomes Star tools. Each tool includes a Star Chart, User Guide or Quiz and guidance on implementation and some have visual and other resources. For other versions of the Outcomes Star, good practice and further information see [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

## Acknowledgements

Many people have contributed to the development of the Outcomes Star over its long evolution and we would like to thank all the clients, workers, managers, funders, academics and commissioners who have generously given their time and expertise.

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We would particularly like to thank the following people and organisations for their contribution to this version of the Star:

- 1625 Independent People, Bristol, for their enthusiasm in initiating work with Triangle on the Young Person's Star and being the sole collaborators in the development of the pilot version
- Coram, London, for piloting the Young Person's Star and collaborating in the development
- Newham Borough Council for input and financial support to enable Triangle to complete the Young Person's Star post pilot
- The Shelter Trust in Jersey for further testing and input
- Amaragita Pearse for training and input into the development and Sian Harris for pilot data analysis.

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Not for use  
Sample for information only

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# Introduction to the Young Person's Star™

The Young Person's Star has been developed for use with young people aged 16-25 who are moving to independent living, including those leaving care or a young offender institution and those with experience of homelessness. It is a version of the Outcomes Star, a suite of tools for supporting and measuring change when working directly with people.

## Outcome areas

The Young Person's Star covers eight key areas:

1. Accommodation
2. Work and learning
3. People and support
4. Health
5. How you feel
6. Choices and behaviour
7. Money and rent
8. Practical life skills.

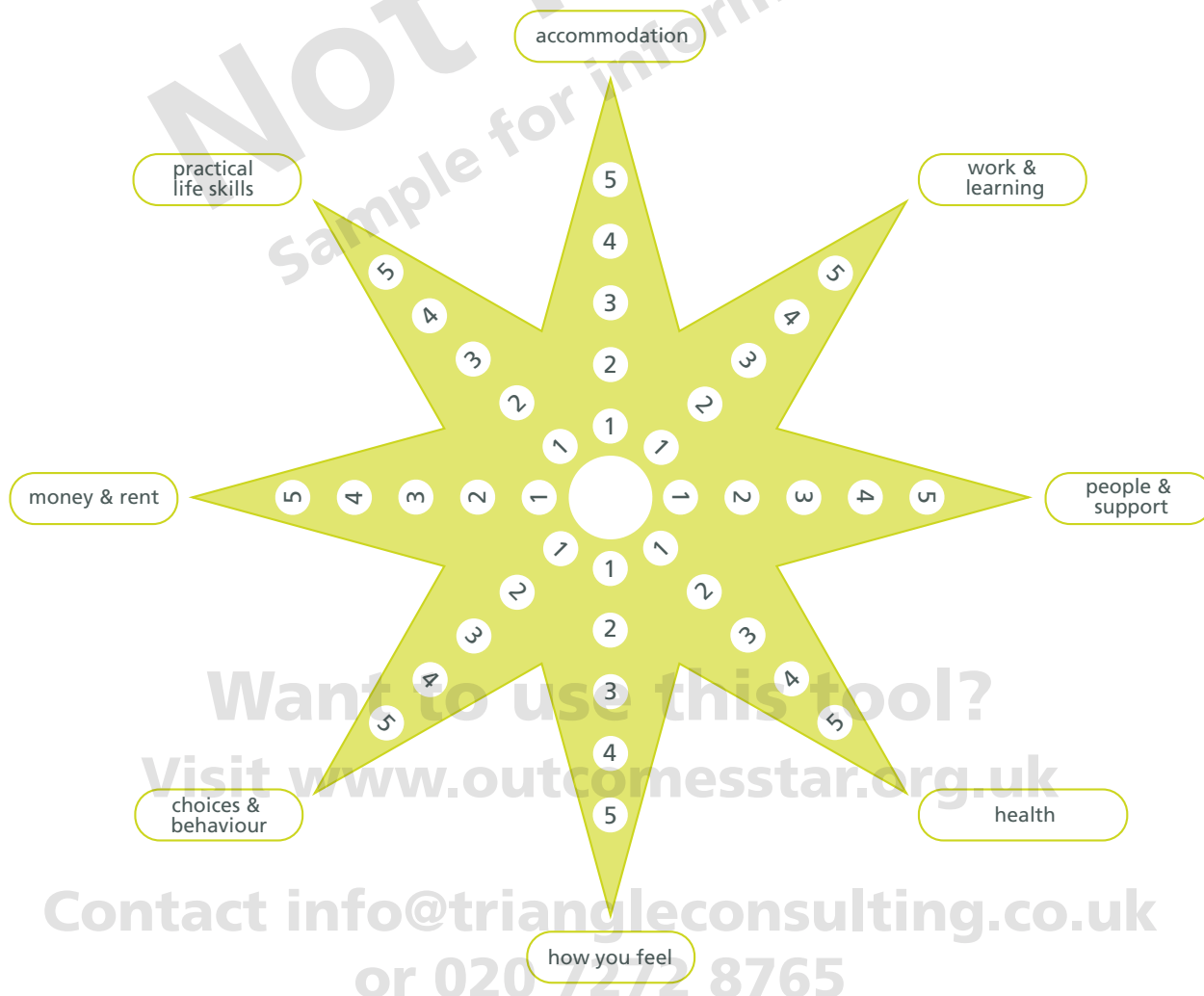


Figure 1: The Young Person's Star

# The Journey of Change

Change doesn't happen in one go – it is a journey. All the Young Person's Star scales are underpinned by a model of change that has five stages:

1. At the red stage the young person is **stuck** and not able to live independently. They may be breaking rules or putting themselves or others in danger, and they may be at risk of eviction. They may not believe they can achieve anything with their life or not know how to begin. At this stage no one is offering support, or support is on offer but the young person won't accept it. Perhaps they don't see the point, or feel their problems are too big to cope with. Whatever the reason, things are **stuck**.
2. The first step forward happens when the young person starts **accepting help**. This is the orange stage. It means someone is helping them talk about what is going on and what support they need. If they need urgent help, it is being provided, even if there isn't much visible change. At this stage the worker or other professionals are likely to be driving change, with the young person going along with it but not yet taking the initiative.
3. The yellow stage is when the young person starts **trying to sort things out** by taking the initiative to make positive changes. This is often difficult and lots of things the young person tries may not work, so their motivation and confidence may be knocked. They may give up quickly without support to keep going and keep trying new approaches.
4. At the green stage the young person is **getting there with support**. They are discovering strategies that work for them and making real changes in how they feel about themselves and relate to other people. They are taking responsibility for their actions and want to create a better future, but still need support from a service or at home to maintain behaviours and feelings.
5. The blue stage is when the young person is **independent**. They are able to look after themselves, their home and their money without support from a service. They are coping with whatever turns up and can mostly deal with crises, drawing on their own support networks as necessary. When things go wrong they can bounce back. This isn't the end of the young person's journey, but for now they have what they need.

## Young Person's Star™ resources

1. The Young Person's Star Chart and Action Plan, with space for notes
2. The Young Person's Star scales
3. Young Person's Star illustrated Journey of Change
4. Guidance for managers
5. This worker guide
6. A web application for online completion at [www.staronline.org.uk](http://www.staronline.org.uk)
7. Further information at [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk).

The Young Person's Star was developed by Triangle Consulting Social Enterprise with young people, workers and managers and tested with over 200 young people.

All workers need training before using the Young Person's Star, from Triangle or a Licensed Trainer.

or 020 7272 8765

# Part 1: Guidance for workers – using the Young Person's Star™

Using the Star is meant to be a helpful process that stimulates and focuses discussion and provides a useful basis for action planning. All workers using the Star with young people need to have had training and the following guidance is designed to supplement this training and help you use the Young Person's Star well so that it is a positive experience for both worker and young person.

The Star is a flexible tool that relies on the judgement of the professionals using it, and on a degree of understanding and trust between young person and worker. It should never be used in a way that undermines the effectiveness of your work with young people.

The Star is designed to be accessible and engaging on a one-to-one basis. We are not prescriptive about the setting in which the Star should be completed or how long it should take – the aim is to have a genuine interaction with the young person.

## How the Young Person's Star™ can help

- Engaging the young person – the Star provides a clear focus for conversation and the visual aspect can help to draw young people in
- Demonstrating and reinforcing progress – seeing the change set out in a visual way can be encouraging to both young people and workers
- Helping with goal-setting – the Journey of Change helps to break change down into small, manageable steps
- Creating a more holistic approach – the Star requires conversations about many aspects of life and can help raise issues that might otherwise be missed
- Making support more systematic and consistent – the Star creates a consistent framework for supporting young people leaving care or young offender institutions.

## Before you use the Young Person's Star™

It is essential that all those using the Young Person's Star receive training – as a minimum, the one-day Introduction to the Outcomes Star course. This will help provide the essential knowledge and skills you need before you use the Star, including:

- A good understanding of the Journey of Change underlying the scales – **stuck, accepting help, trying to sort things out, getting there with support, independent**
- Familiarity with the eight scales, so that you can unpack and rephrase them if the young person is having trouble understanding them
- Familiarity with the steps for young people and detailed scale point descriptions. Practise using the scales by thinking of one or two young people you have worked with and consider where you would place them on each scale. It's helpful to do this together with a colleague who has experience of using the Star and to check your understanding with theirs
- Knowing how to introduce the Star to young people. The section below provides some options
- Knowing how the Star is being used in your organisation, including:

- When it is first completed with new young people
- How often readings are taken
- What happens to the completed Star Chart and the data
- What to do if you need help with any aspect of using the Star
- Familiarity with the Star Online, if your organisation is using it
- How the Star fits with any other tools used in your organisation.

We recommend finding opportunities to present the Young Person's Star and discuss the language and ideas with groups of young people before using it with them one to one.

## How to introduce the Star™ to young people

How the Star is introduced is important in encouraging a young person to engage and can be done in one of a number of ways:

- Devising a short script to introduce the Star in a way that feels natural to you and clear for those you are working with
- If you meet with the young people you support in groups, it can be useful to explain the Star to the group to save time for one-to-one work within individual sessions
- By giving young people who are literate and interested a copy of the scales to read before the session.

When introducing the Star it is important to:

- Be friendly and encourage young people to say if they do not understand the scales
- Use the illustrated Journey of Change to explain the stages step by step
- Explain that 5 is the top of the Star scales but not the end of the journey and people should continue to improve after they have reached this stage
- Be clear that it isn't about getting an overall score out of 40, but about building up a map of their world, experiences and journey.

Some suggested phrases for introducing the Star include:

*"This is about hearing your voice and what you think about your life so that we can work out together what support you need."*

*"We are here to help you make the most of the opportunities and support available for you to enjoy learning and feel confident, so that when you leave our service you can be your own person, able to do what interests you."*

*"The Young Person's Star is a way of tracking your journey and finding out about your strengths and needs – there are no right or wrong answers."*

*"It shows us where you are now and where you want to be in the future."*

*"It will track your progress and you choose where you are."*

*"It is a progress Star. It's about you, about going step by step on a journey and we will do it together."*

*"The Star tells us what you need in key areas in order to improve where you are now, and it helps you and the service make that improvement."*

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You may want to explain that as well as supporting the young person's progress, the Star is also necessary to help the service learn what it is doing well, and what it is not doing so well. However, it is best not to mention terms like monitor, measure or data analysis.

Other points to consider:

- Think carefully about where you will complete the Young Person's Star. Ideally, find a space that the young person sees as neutral, and where you will be undisturbed and able to concentrate
- Are you the right person to be completing the Star with the young person? The Star should be completed by someone who will be taking the work forward. Consistency is critical to ensuring that action planning links into the Star, developing a relationship, and ensuring that future Stars are comparable
- Set aside enough time for this, ideally around 45 minutes, though the length of time required will vary
- Allow for completion over more than one session if appropriate; covering eight areas may be too much for some young people if there are difficult issues to discuss, or the young person is finding it hard to concentrate. If you can arrange two sessions reasonably close together, this will allow a coherent picture to emerge, and enable you to move on to action planning.

## Discussing and completing the Young Person's Star™ with a young person

The Star is a flexible tool that workers can use in a way that responds to the needs and abilities of each young person, and to your own experience and skills. Some young people will want to approach the tool cognitively, reading it through and discussing their life in terms of scales. Others might focus more on the visual aspects of the Star and on the illustrated Journey of Change.

The aim is to complete the Star collaboratively, selecting appropriate examples from the scales.

Young people may want to complete the Star by themselves. This could be an option, provided it is explained to them beforehand and fully discussed afterwards to ensure that both you and the young person have a full understanding of the Star they have created, and that any differences of opinion are recorded.

### Be creative and use a range of resources

Workers in the pilot used the scales and the illustrated Journey of Change. For those young people who don't like paperwork or have literacy issues, it is possible to just use the Star Chart and work through each of the Star points verbally, describing the underlying steps to guide the young person towards finding where they are on their journey.

It captures all the core information we need from young people but is so user-friendly.

**Outreach worker,  
Newham Borough  
Council's Children  
& Young People's  
Service**

It's service user-friendly and doesn't take long, so the young people don't get bored.

**Support worker,  
Coram**

I felt my input was valued.

**Young person**

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## Use the Young Person's Star™ to encourage self-reflection

This can be done by asking young people to explain why they think they are at a particular point on the scales, and taking the time to challenge them appropriately and discuss their views. The Star can be used within a coaching interaction, where the worker's aim is to assist the young person to gain insight. This needs to be done skilfully. For example, what the worker may offer as a tentative suggestion may be perceived by the young person as a factual statement – to be either accepted entirely, in place of their own view, or angrily denied.

## Be positive and non-judgemental

Used well, the Star will support a conversation that covers many potentially sensitive aspects of a young person's life. Ensure that the young person does not feel they are being judged, and clarify that the aim is not to get the highest score possible, but to understand their life at this moment, find out where they might need help and celebrate what they have achieved.

## Differences of opinion are helpful starters for discussion

If a young person struggles with low self-esteem, they might place themselves towards the start of the journey and need reminding of their achievements. Others might not recognise or admit how they are behaving and some young people with low self-esteem might place themselves unrealistically high on the journey. Workers may then present evidence of discrepancies between their behaviour and their views. This paves the way for a more meaningful discussion or working relationship, and a more realistic assessment from which progress is possible.

## Listen and challenge appropriately but agree to differ if necessary

You might feel that the Star does not accurately show the young person's situation, or even their own view of their situation. Overly high readings may well reflect:

- A young person's natural optimism
- A desire to be right and get the highest score
- A wish to please the adult
- A lack of trust or discomfort with the adult or the process, and a hope that it will end quickly if no problems are identified.

Their situation may be fine from their perspective. For example, a young person may place themselves highly on a scale such as People and Support, even though their friends are making their problems worse. The extent to which you challenge this is a matter for professional judgement. If you have done all you can to reassure the young person appropriately, build trust and encourage a realistic assessment, you can choose to record their view as well as your own. This can be done either in the session with the young person or afterwards by the worker alone.

With one young man, we remembered him as having a lot of weaknesses, but doing the Star enables us to see that he is doing really well for himself – to see visually how he has progressed.

Outreach worker,  
Newham Borough  
Council's Children  
& Young People's  
Service

It was visual  
and made me  
more aware of  
strengths and  
weaknesses.

Young person

## Recognising external factors

While the Journey of Change focuses on the young person, there may be societal factors or other conditions beyond their control which make it harder for them to progress. These may include lack of suitable housing or support, the local job market or lack of social acceptance. These also need to be acknowledged and recorded when using the Star. Your service may then be able to use this information to identify gaps in provision, plan future developments or raise issues with policy-makers.

## Finally...

Whatever approach you choose, it is vital that the discussion and agreed scale point is based on the defined scales. Unless everyone is using and understanding the steps, one person's 3 could be another person's 5. And although in these circumstances the process may still be helpful on a one-to-one basis, the collated Star data would not be useful. If a young person appears to fall between two scale points, maybe because they are fluctuating between **trying to sort things out** and **getting there with support**, choose the point where they are for most of the time, or opt for the lower of the two points. Avoid placing young people between the scale points.

The process of discussing and filling out the Star may well have quite an impact on the young person, so ensure the session finishes positively, and that the next steps are clear.

## Using the completed Star Chart to agree actions and next steps

The visual of the completed Star provides an excellent basis for agreeing the changes and actions that are needed. These actions can be noted on the Star Action Plan or on the Star Online. Once you have completed the Star, either on paper or on screen, look at it together and prompt the young person to reflect on it as a basis for what to do next. Ask motivational questions such as:

- ? Is the shape of the Star an accurate picture of how things are for you now?
- ? What does it tell you about what is and is not going well?
- ? What are the strengths that you bring to the areas that are going well? How might you apply those strengths in other areas of your life?
- ? What is it most important to address first?

Once the areas are agreed, further questions might include:

- ? Where on the journey do you want to get to and by when?
- ? What actions are needed in order to bring about that change?
- ? Who is responsible for those actions?
- ? Is it appropriate to set a deadline for completing them?

The step the young person is at can provide valuable pointers about the things they need to work on, the role of the worker and how likely the young person is to follow through on actions independently. Some key pointers are summarised in the table on the next page.

It showed me how I have progressed and that I can get things done and it gives me a goal to focus on.

Young person

It gives you the opportunities to express yourself.






Young person

It motivates me because I can see the progress I am making.

Young person

The Star Action Plan stimulates discussion and highlights the priorities for both the young person and the support officer.

Support worker,  
1625 Independent  
People

Journey of Change	Possible approaches and actions that could be agreed
<p><b>Independent</b></p> 	<p>At this stage a young person is doing well and is on track so the main actions will be:</p> <ul style="list-style-type: none"> <li>• Keep going</li> <li>• Build on the success to date</li> <li>• Focus on the future</li> </ul> <p>Example: if a phone call needs to be made, the young person makes it independently.</p>
<p><b>Getting there with support</b></p> 	<p>When young people reach this stage the focus of keywork may include:</p> <ul style="list-style-type: none"> <li>• Celebrating their achievements. Helping the young person to reflect on how they have overcome barriers, and how they can learn from this</li> <li>• Supporting them to deal with difficulties themselves</li> </ul> <p>Example: if a phone call needs to be made, at this stage the worker may help the young person prepare and make sure they have the information they need – or be on hand if it is a difficult call – but the young person makes the call.</p>
<p><b>Trying to sort things out</b></p> 	<p>Young people at this stage are trying new things and may give up easily when they don't seem to work, so goals and actions may include:</p> <ul style="list-style-type: none"> <li>• Helping them to plan what they are going to do and develop strategies for themselves</li> <li>• Helping them to learn and reflect on what has worked for them</li> </ul> <p>Example: if a phone call needs to be made, at this stage the young person may make the call with the worker close at hand to take over if it gets difficult.</p>
<p><b>Accepting help</b></p> 	<p>Young people at this stage are starting to open up to help but not yet taking the initiative. The approach may include:</p> <ul style="list-style-type: none"> <li>• Reassurance that some of the practical things that concern them are being addressed on their behalf, with their agreement</li> <li>• Building trust and a relationship</li> </ul> <p>Example: if a phone call needs to be made, at this stage it will be the worker making the call, with the young person present and giving their consent.</p>
<p><b>Stuck</b></p> 	<p>Since young people at this stage may be at risk and are not engaged or interested in changing, the focus could be on ensuring that they are safe and on building a relationship with them. Actions may include:</p> <ul style="list-style-type: none"> <li>• Sorting out practical issues on their behalf where they are at risk of eviction or other dangers</li> <li>• Encouraging them to recognise the situation they are in and accept help</li> </ul> <p>Example: if a phone call needs to be made, at this stage it will be by the worker alone.</p>

## Revisiting the Star™ at reviews

The Star is designed to be completed at least twice, so as to measure any progress the young person has made. Your service should have a policy about the timing and frequency of reviews but it usually makes sense to integrate the Star with times when young people are creating personal action plans.

At each review, repeat the process of discussing each of the Star areas and agree where the young person is on each scale. We recommend you do this initially without reference to the previous Star readings, to allow the young person to focus on a snapshot in time without being influenced by trying to make comparisons. Once the new Star has been completed, it is helpful to compare the two to give an instant visual picture of change. You can then use this to encourage discussion:

- Does what the young person sees on the Star fit with their sense of how they have changed?
- How do they feel about what they see, especially where they have moved up the scales?
- What has helped them make progress? What strengths have they brought to this? What can they learn from that and apply to other areas?
- What areas do they want to address now – the same as before or new ones?
- Where do they want to get to by the next review? What actions will it take to make that happen?

Then complete a new action plan and, if working on paper, file the Star Chart and Action Plan, entering the data as required. If you are using the Star Online, the data will already be captured – just print and file the Star Chart, notes and Action Plan.

When positive change occurs, reviews can be very helpful in encouraging and motivating both the young person and the worker, as the Star makes progress evident. Change is hard, particularly at the **trying to sort things out** stage and young people can be put off by difficulties that arise. Seeing progress on the Star can help to encourage them and reinforce change as they start to try out new ways of doing things. You can use your discussions with young people to help point this out.

It offers clarity for young people around points that could otherwise have been confusing.

**Support worker,  
1625 Independent  
People**

The Star gave me perspective and made me feel good about myself.

**Young person**

Using the Star has led to a fundamental change in casework. We now look at the service user holistically. This was difficult for workers at first but the result has been very positive. And because the Star helps to pinpoint where service users are making progress and where they are not, it has helped staff to think creatively about how to get greater improvements.

**Single Homeless  
Project**

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or 020 7272 8765**

## Frequently asked questions

Using the Star may mean working with young people in a different way. How natural and easy it feels for you will depend on your ways of working prior to using the Star. Most young people find that the Star is fairly self-evident and feels familiar and comfortable after they have used it a few times, but the following questions are frequently asked in training.

### What if we don't agree on where the young person is in an area?

This is a rich starter for discussion. Part of the process of making changes in an area that isn't working is developing a realistic picture of how the young person is doing at the moment. Here are some pointers:

- Listen carefully to what the young person has to say – it will help you to understand their perceptions. They may also have information you are not aware of that will change your view.
- If you disagree about where the young person is on the Journey of Change, present evidence for why you see things differently and explain why you think they are at a different stage on their journey. This will work best if you present specific examples rather than general statements. For example, "You tried out the new anger management techniques twice last week and they didn't work quite as well as you had hoped", rather than "You're still getting into fights". If the young person is underestimating their progress, provide specific evidence of their achievements. For instance, "You decided what you were going to say to the friend who was bullying you, you said it, and she is now treating you with a lot more respect. That seems like quite an achievement."
- Take into account the young person's current situation. In the early part of the journey, they are likely to be less self-aware and this can result in a higher personal rating.

If you and the young person still disagree after discussion, record both readings on the Star Chart.

### What if the young person can't or won't engage with the Star™?

Young people who are **stuck** in most or all areas of the Star will not engage meaningfully with the Star. You may choose to share your worker-only assessments with them later, when they have started to co-operate with keywork, in order to demonstrate the progress they have made or prompt learning and discussion.

It is unusual for young people to engage with keywork but resist using the Star. If this happens, ask them why and check they have not misunderstood how the Star works or how the information will be used. Make sure they understand the key points and answer any questions or concerns they have.

I get a chance to say how I feel and how I am coping. It is good the second time because I understand what to do and can look back on the past.

Young person

When you review at three months you can see what you have achieved and not achieved with a young person.

Support worker, Coram



You may also want to point out that the Star is an integral part of how your service or project provides support.

### **If young people don't make progress, will my performance be in question?**

The purpose of the Young Person's Star is to help young people see where they have come from and where to go next. It will also help your service see where it is assisting young people to make positive changes, and identify areas that may need further attention. When young people do not make progress on the Star, there are many possible explanations. It is not about judging the work of individual members of staff.

However, data showing a lack of progress may indicate that you have a particularly difficult caseload or need additional support or training. You may want to discuss this with your manager.

### **What if the young person doesn't want to discuss certain areas?**

This can happen when a young person feels that some of the scales are not relevant to them because they do not have an issue in that area. If you also feel that this area poses no problems, simply place the young person at 5 for that scale and move on.

Some areas may be particularly sensitive or the young person may not be willing to discuss them. Many workers find that simply having an area as a scale on the Star can be a helpful way to introduce sensitive areas that need to be discussed. However, the relationship of trust between the worker and young person, and the goal of supporting the young person's progress, are more important than the Star. If it is not helpful to continue, opt for either 5 or 1, and move to the next scale.

### **Won't young people be demotivated if they go back down the scales?**

When negative change occurs, workers are sometimes concerned that seeing this so clearly on the Star will demotivate young people. Usually, the young person is only too aware that they have moved further away from their goal and acknowledging this can be a helpful first step in addressing it. In these instances, it can be helpful to remind them that change is difficult and that it isn't always a linear process.

It is also possible that young people may choose a lower scale point in a review than in an initial assessment. This can be a positive step, indicating greater self-awareness and trust. It is therefore important to identify why their readings are showing a decrease and whether this is a slip-back or the result of greater self-awareness and honesty.

### **What if a young person has limited literacy or English?**

The Star materials are designed to be used flexibly. If a young person's English is limited, you may need to paraphrase in simplified language to support their understanding. If a young person has limited literacy, you could use the Star Chart and illustrated Journey of Change and explain the five stages verbally. You could read out the descriptions of the stages you feel they are closest to at that time.

If you have a question that isn't answered here, or any concerns about the Young Person's Star, raise them with your manager. It is important that you have the chance to discuss your views, as the Star will only be useful to you and the young people you work with if you feel comfortable using it.

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or 020 7272 8765

# Part 2: Journey of Change and detailed scales

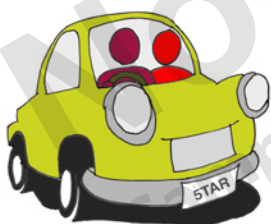
## The Journey of Change



**5 Independent**



**4 Getting there with support**



**3 Trying to sort things out**



**2 Accepting help**



**1 Stuck**

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# 1 Accommodation

This scale is about where you are living now and how well you are managing there so that your accommodation is stable and you are not risking eviction. This includes sharing with other people and complying with your tenancy agreement or other terms of your accommodation, for instance taking responsibility for visitors. It is also about the steps you are taking to live more independently.

## 5 Independent

- You live independently, without support from a homelessness or young person's service, perhaps in shared accommodation
- You keep to the terms of your tenancy so there is no risk of being evicted
- You can mostly deal with crises, drawing on your own support networks as needed

## 4 Getting there with support

- You are living somewhere suitable and learning how to manage a tenancy and be more independent
- Either you are in independent accommodation, with support from the service, or you are in temporary, supported accommodation and making applications for somewhere independent
- Suitable accommodation can include supported lodgings with carers or shared housing

## 3 Trying to sort things out

- You have somewhere to live that is suitable at least for now and are taking steps towards living independently in the future
- You are not in custody, or you are about to be released from custody, and are actively planning how to manage your accommodation, with support
- You know it is up to you to make changes and you feel motivated to do this, but it's difficult and things often go wrong

## 2 Accepting help

- You are homeless, staying somewhere unsuitable or in custody, or are at risk of eviction
- You are talking to someone about accommodation
- You go along with support, for example co-operating with applying for benefits or with keywork, but you don't take the initiative

## 1 Stuck

- You are homeless, staying somewhere unsuitable or in custody
- Or you have your own place but are at high risk of eviction for not paying rent, anti-social behaviour or breaking your tenancy agreement in other ways
- You appear to be unable or unwilling to comply with rules and regulations
- You don't have any support with accommodation, or you don't accept it

## 2 Work and learning

This scale is about how you spend your time during the week and your aspirations for the future, whether you are in training or education, in work, or taking steps towards a working future that is meaningful to you. If you are a full-time parent or have a disability that prevents you from working, simply place yourself at 5 and move to the next area.

### 5 Independent

- You are in work, training, education or volunteering as a route to work, or you are a full-time parent or have a disability that prevents you from working
- You don't need support in this area
- You are on track towards what you want to achieve
- You can move between jobs and organise new activities, drawing on your own support networks as needed

### 4 Getting there with support

- You are in work, training, education or volunteering as a route to work, or you are a full-time parent or have a disability that prevents you from working, but you need support from the service
- You may be learning new tasks and new skills in the workplace or in education
- You may not yet have found the right work, training or education for you, but you are taking steps to get there

### 3 Trying to sort things out

- You are having a go at work, training, education or volunteering, or applying to do something with your time
- You are actively considering the future and talking about your options
- You find it hard to keep going with new activities and routines and may need lots of support and encouragement
- You know it is up to you to make changes and you feel motivated to do this, but it's difficult and things often go wrong

### 2 Accepting help

- You are not in work, training or education at the moment but you are talking to someone about this
- You are doing little or nothing with your time but are fed up with living like this
- You want to change, but don't know how
- You go along with support but do not take the initiative

### 1 Stuck

- You are not in work, training, education or other meaningful activity
- You are not doing anything structured with your week. Perhaps your time revolves around drugs, alcohol or criminal or anti-social activity
- Perhaps your life is too chaotic to have a routine
- You don't see this as a problem or won't discuss it. Perhaps other things just feel much more important. If help is offered you don't accept it

# 3 People and support

This scale is about feeling connected and supported and having people in your life – friends, family or others – who help you to make positive choices and move in the direction you want. Early on, support may come from one or more workers, but towards the top of the scale people outside of the service provide you with the support network that we all need in life.

## 5 Independent

- You mostly feel supported and connected and don't need help in this area
- You have friends or other people outside the service who support you and are good for you
- You can mostly deal with difficulties that arise in friendships, drawing on your own support networks as needed

## 4 Getting there with support

- You are getting to know new people, or spending more time with people who support you in making positive choices
- You are learning to stay away from people who are not good for you
- You look to one or more workers in the service to meet the need for positive connections with other people and may feel isolated or lonely at times

## 3 Trying to sort things out

- You try to spend time with people outside the service who are good for you, but it's difficult and things often go wrong
- If your friendships have revolved around alcohol, drugs or other unhelpful behaviour, you are trying to move on from them, but it's hard and you may miss your old friends
- If you were in a violent relationship, you have ended it or are trying to, and you are trying to understand what happened so that it doesn't happen again
- You may feel isolated or rely heavily on one or more workers in the service

## 2 Accepting help

- Any friends or family are mostly not helpful for you. Perhaps you are at risk of violence or exploitation from them or others
- However, you are talking to at least one worker in the service and you feel supported by them

## 1 Stuck

- You are isolated or only spend time with people who are not helpful for you
- Perhaps there is no one around at the moment who helps you sort your life out
- Perhaps you are in a violent relationship or at risk from people around you
- You do not have positive support outside the service and don't accept help from the service

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# 4 Health

This scale is about how well you look after your health, not about how good your health is at the moment. It includes looking after your health by eating enough healthy food, taking exercise and trying to sleep well. It is also about going to the doctor and dentist as needed, taking prescribed medication, managing any health conditions you have and protecting yourself from sexually transmitted infections (STIs).

## 5 Independent

- You look after your physical, mental and sexual health well enough by yourself
- You mostly have enough healthy food, exercise and sleep so you mostly feel reasonably well and can do the things you need to do in life
- You go to the doctor or other health service when you need to, take any medication prescribed and are managing any health conditions well enough

## 4 Getting there with support

- You look after your health well enough in some ways but there are areas where you need reminders or other support from the service
- You go to the doctor or other health service when you need to and take any medication prescribed
- You mostly eat enough healthy food, take some exercise and have reasonable sleep routines, but you need support to keep this going

## 3 Trying to sort things out

- You are trying to look after your health better, for instance by going to the doctor if you are ill, eating more healthy food or doing exercise
- You know it is up to you to make changes and you feel motivated to do this, but it's difficult and you often slip back
- For example, perhaps you carry condoms and mean to use them, but then don't after drinking or taking drugs. Perhaps you mean to have a healthy meal or go to bed early but you end up eating unhealthy snacks or staying up late

## 2 Accepting help

- You are not looking after your health but you are talking to someone about it
- You will see a doctor or other health professional if you need to and if someone else organises it
- You go along with things that are good for your health at least some of the time, if it is easy and organised for you, but you do not take the initiative

## 1 Stuck

- You are harming or risking your health but you don't want to talk about it
- You don't go to the doctor even for pressing physical or mental health problems
- You aren't eating well enough or getting enough sleep
- You may be taking risks with your sexual health
- You don't want to discuss your health. Perhaps it feels too hard to think about or other things take all your attention

# 5 How you feel

This scale is about how you feel most of the time and how you manage any difficult emotions and/or mental health issues, whether diagnosed or not. There is space here to talk about whatever is most relevant to you at the moment, whether that is lack of self-esteem, anxiety, feeling very up and down without knowing why, particular issues around identity or any other aspect of how you feel.

## 5 Independent

- You mostly feel OK about who you are and can respond as well as most people your age to the ups and downs of life
- You can manage any issues around your identity without help from the service, drawing on your own support networks as needed

## 4 Getting there with support

- You mostly feel OK to be you and can bounce back if people put you down
- You are gaining confidence about yourself and how you are with others
- You need support from the service with some issues or when bigger things go wrong

## 3 Trying to sort things out

- You are taking steps to feel better about yourself but it's early days and you may need lots of support and encouragement
- When you feel OK, you can believe you are worthy of love and respect, but you quickly lose that belief when people put you down or other things go wrong

## 2 Accepting help

- You mostly feel bad about yourself but you are talking to someone about how you feel
- You are getting some help around self-esteem, identity or other issues
- You go along with support but do not take the initiative

## 1 Stuck

- You mostly feel bad about yourself
- You may have low self-esteem or not value yourself as a person. Perhaps other people have put you down for years and it's hard not to believe what they say about you
- Perhaps you feel that you don't fit in or don't feel accepted because of who you are or the choices you make. Maybe you don't really know who you are yet
- You may feel confused, angry, upset or stressed, but you don't want to talk about how you feel

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