



Using the Integration Star™

The Integration Star is for use with refugees needing support to integrate into their new country and to build a new life there. If your service also supports asylum seekers, you can use the Integration Star with them, but because it is written for refugees, you will need to make some scales more verbally relevant as you complete them together, particularly the “Education and work” scale.

The Star is designed as an integral component of one-to-one keywork¹ or support. It consists of:

- The Integration Star Chart, Notes and Action Plan for completion by workers with service users
- The Integration Star User Guide, with brief visual scales and detailed scales for each of the eight outcome areas and a detailed description of the Journey of Change
- Short, illustrated Scales and Flashcards to help engage refugees in discussion
- This Guidance for Workers – for support workers in refugee support organisations
- The Development Report, explaining the development history of the Integration Star
- An information leaflet for service users and translators
- A web application for online completion at www.staronline.org.uk
- There will be some translations of the short scales and Star Chart – check whether the languages you need are available or talk to us about new translations by emailing info@triangleconsulting.co.uk

I like the way it opens up the conversation and gives you a reason to discuss different aspects of a client's life, which can help identify issues that may not have otherwise been raised.

**Worker, Refugee
Council**

The Integration Star was developed by Triangle Consulting Social Enterprise in collaboration with the Refugee Council and a number of Refugee Community Organisations. The development process involved workers, managers, refugees and associated professionals.

Completing the Integration Star is intended to be a helpful, engaging and empowering process that stimulates and focuses discussion and provides a useful, shared basis for an action or support plan. It is a flexible tool that relies on the skills of the professionals using it, as well as on a degree of understanding and trust between them and the service user. The Star is designed to be used one to one; the aim is to have a genuine interaction and complete it collaboratively.

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¹ Keywork may have another name in your service, but includes assessing a service user's needs, agreeing goals and providing support and referrals to help them meet those goals. The keyworker is the person who is assigned special responsibility for working with that service user.

Before using the Integration Star, all workers need training from Triangle or a licensed Outcomes Star trainer.

Background and further information about the Outcomes Star suite of tools can be found at www.outcomesstar.org.uk

Before you use the Integration Star™

Make sure that you have received training in using the Integration Star and that you are familiar with the materials and know when and how the Star is used in your service. It's vital that you understand and use the Journey of Change underlying the scales – **urgent needs**, **support with urgent needs**, **taking steps yourself**, **finding your way**, and **self-reliant**. This will ensure consistent and reliable information as a basis for support planning and for use by your service. You also need to be familiar with all the scale descriptions, so you can unpack and rephrase them as needed for refugees, some of whom may be just starting to learn English.

How to introduce the Integration Star™

Before you introduce the Star to someone for the first time:

- Devise 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 people you support in groups, it can be useful and save time to explain the Star to the group before starting one-to-one work within individual sessions
- Consider giving people who are interested a copy of the short illustrated Scales – or possibly even the User Guide – to read before the session. These documents rely on someone being comfortable with reading in English and it may be helpful for people to go through them with an interpreter.

When introducing the Star:

- Explain that people may start anywhere on the Journey of Change and can move both up and down the scale. Point out that 5 is the top of the Star scales and signals that they and workers can be confident that they can manage without the support of a refugee service in that area, but that they will continue to have aspirations and make progress beyond that point
- Be clear that this is about exploring where they are and building up a map of their world and experiences – it is not about being judged or being awarded an overall number
- Avoid using the term “score” – refer to where someone is on the scale or Journey of Change using the stage names, colours and/or numbers, depending on what works best for each individual
- Encourage people to ask questions so they feel as comfortable as possible about the Integration Star and reassure them that they will have choices about the pace and process
- Let the person decide which scale to start with or choose one that is concrete and may be easier to discuss, such as “Practical English”.

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Overall, the skills and approach needed to introduce and use the Integration Star well are likely to be in keeping with being person-centred, trauma-informed and other good practice in your service. Some suggested phrases for introducing the Star include:

“The Integration Star is a way of finding out about what is in place for you already, your strengths and the areas where you need more information or support, and then showing your progress.”

“The Star tells us how things are for you now and what needs to happen next, and it helps you and me plan our work together.”

It was a very good, comprehensive discussion of crucial aspects of one’s life and challenges.

Refugee

How to complete the Integration Star™

Complete the Star collaboratively with people in a way that responds to their needs and abilities. The aim is to engage them in meaningful discussion, and to listen and encourage them to think about where they are, rather than to complete the Star as quickly as possible.

Use the scale descriptors as a basis for discussion about the chosen area, or have an open discussion about the area, and then invite the person to say where they think they are on the Journey of Change and why. The brief visual scales in the User Guide, the short illustrated Scales document and Flashcards are designed to be used directly with people, so you can choose the option that works best. Although the detailed scales are intended primarily as a resource for workers, they are written to be accessible, so feel free to refer to specific points for clarification with people you work with. Avoid reading them out in their entirety because of their length.

Always use the detailed scales and be aware of the Journey of Change when deciding where someone is on the scales. These are designed to reduce subjectivity – otherwise one person’s 2 could be another person’s 4 and the completed Star won’t be a useful basis for completing the support plan, and your service won’t be able to treat collated Star data as reliable for reporting purposes.

If you don’t agree, have a discussion – this can help you learn about the person and help them reflect on their situation and see it in new ways. If someone is able to engage meaningfully and is at 3 or above for most of the Integration Star areas, encourage them to take the lead in placing themselves on the scales. You may need to be more directive for people in stages 1-2.

This process requires good keyworking skills, some knowledge of the person and a relationship with them. You may need to encourage people with low confidence to see their strengths, and others to be more realistic.

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If you can't reach agreement, record both scores on the Star, labelling which is the worker's view and which is the service user's. Use the Star Notes to record points from your discussion. Use your professional judgement to decide when further discussion isn't helpful.

Recognise external factors. At stages 1 and 2, making progress on the Journey of Change relies on the worker being able to address urgent needs and supporting people with information, access to services or other first steps. From stage 3, making progress relies on a combination of work done by a service and the service user doing what they need to and being as active as possible in making changes for themselves. However, there will also be factors and conditions beyond the service user's control – and beyond the control of your service – which make it harder for things to improve.

Another external factor may be the progress of their asylum application (where applicable), which will have a big impact on them and on various aspects of their life. Others may include lack of access to housing, barriers to suitable work, limited provision of language classes and/or lack of acceptance in the wider community. These 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.

Recognise other factors. While the emphasis in the Integration Star is on where someone is now and how they can be supported to make progress, there may also be trauma or other factors that make that more difficult. As with external factors, these need to be acknowledged and may affect how you work with someone, in line with good practice in your service.

When you have completed all the scales, join the points to create a shape. Mark each reading on the Star Chart and join the points. Encourage the person to do this themselves and to create the shape. This applies whether you are completing the Star on paper or on screen, for example using the Star Online.

Completing an Integration Star has an empowering effect in that it gives clients a real idea of their progress and helps them to identify goals to work towards.

Worker, Refugee Council

It encourages the client to self-reflect on their own capabilities.

Worker, Refugee Council

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How to use the completed Star as the basis for a support plan

Look at the shape of the completed Star together and prompt the person to reflect on it as a basis for agreeing what to do next. Ask 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 isn't 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 does your Star tell you about areas where you need to make changes or where you could do with more support?
- What is most important to address first?

Once you have chosen the areas to be included in the support plan, further motivational questions for each area include:

- Where on the scale do you want to get to and by when?
- What needs to be done to bring about that change?
- Who is responsible for these actions? When can they be completed?


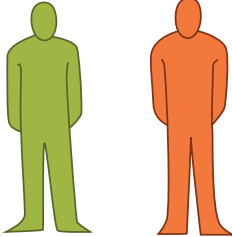
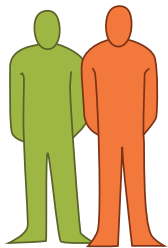


Complete the Integration Star Action Plan or use your organisation's action planning documentation. The Journey of Change provides valuable pointers for thinking about the goals of support with service users and achievable, realistic actions:

It was easy to understand, and interesting to see where exactly I need more support.

Refugee

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Journey of Change stage	Goals of keyword
<p>Self-reliant (5)</p> 	<p>At this stage, people no longer need help from a refugee service and can continue to build their skills and improve things independently. The main actions will be:</p> <ul style="list-style-type: none"> • Ensuring they understand and know how to access the universal services and support systems that are around them • Making sure they know how to get more specialist support in the future if needed
<p>Finding your way (4)</p> 	<p>At this stage, people are able to deal effectively with some of the difficulties and challenges they face, but still struggle with some things. The focus of support may include:</p> <ul style="list-style-type: none"> • Helping them to reflect on how they have overcome problems and how they can learn from this and deal with manageable difficulties themselves • Providing practical support where needed but encouraging them to take the lead and advocate for themselves • Signposting to other services and helping connect them to people and support networks in the wider community
<p>Taking steps yourself (3)</p> 	<p>At this stage, people are starting to take steps for themselves to improve things. However, they don't yet have the knowledge, skills or experience to be effective and may still need a lot of help. Goals and actions may include:</p> <ul style="list-style-type: none"> • Continuing to offer practical help and making sure that other services are delivering what is needed • Checking that they understand what is going on, what needs to happen and what they need to do, and encouraging them to start to do what they can for themselves • Offering support, reassurance and encouragement to keep going
<p>Support with urgent needs (2)</p> 	<p>At this stage, people have support for their urgent or immediate needs but are not yet able to sort things out for themselves, possibly because of the complexity of the systems and processes. The approach may include:</p> <ul style="list-style-type: none"> • Continuing to take action on their behalf as necessary, such as with their housing or benefits, but explaining what is happening and involving them • Helping them access services and supporting them with information • Building on the emerging relationship and trust
<p>Urgent needs (1)</p> 	<p>At this stage, people don't know yet what they need to do or the actions needed are too complex and urgent for them to take themselves. Actions are likely to include:</p> <ul style="list-style-type: none"> • Taking action on their behalf as necessary to address the most urgent and immediate needs • Providing essential information, for example on laws in this country and on access to health care • It may also be important to develop trust and start to build a relationship.

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