

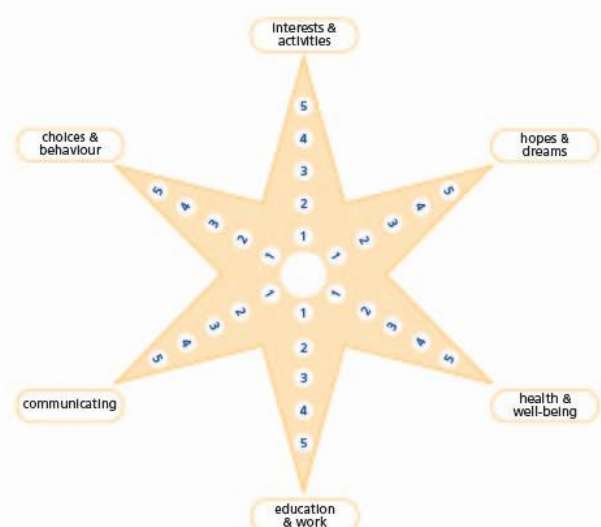
## How to use the Justice Star™ or Youth Star™ alongside AssetPlus

### What is AssetPlus?

- Youth Justice Board (YJB) National Standards require use of their AssetPlus assessment and intervention plan in youth offending teams and secure establishments in England and Wales.
- AssetPlus focuses on practitioner judgement, although there is some self-assessment by young person and parent/carers.
- AssetPlus is not an interview schedule (there is a 'prompt sheet') or a fixed template for data collection but instead provides a structure for recording information – the majority of which is free-text rather than numerical.
- AssetPlus includes information gathering in sections related to the outcome areas in the Justice Star and Youth Star (e.g. living arrangements and environmental factors and learning, education, training and employment).

### How could the Outcomes Star™ be helpful to use alongside AssetPlus?

- The Outcomes Star approach offers a collaborative, relationship-building process, and clear structure for talking about and identifying a person's situation, strengths and needs. The Journey of Change can also guide the nature of the interventions that are most appropriate.
- The Star also complements the largely qualitative information captured in AssetPlus because it produces numerical readings for monitoring progress and service development.
- The most relevant versions of the Star are the Justice and Youth Stars, which can each provide an in-depth picture for the AssetPlus information gathering sections.
- It may be useful for practitioners to have prompts to note relevant content for AssetPlus areas when completing the Star with young people.
- The table on the next page maps the outcome areas of the Justice Star and Youth Star to specific sections of AssetPlus.



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## How do specific sections of AssetPlus relate to the Youth and Justice Star™ outcomes areas?

	Justice Star™	Youth Star™
<b>Personal, Family and Social Factors</b>		
<p><b>Living arrangements and environmental factors:</b></p> <ul style="list-style-type: none"> <li>- living arrangements, housing and financial considerations</li> <li>- social and community /neighbourhood factors</li> </ul>	<p><b>Accommodation:</b> safe, suitable, and stable accommodation</p> <p><b>Living skills and self-care:</b> money management and benefits</p> <p><b>Friends and community:</b> connections and community involvement that support desistance</p>	<p>Housing and finance issues are likely to come up in discussion of outcome areas such as <b>Health and well-being</b> and <b>Education and work</b></p> <p><b>Interests and activities:</b> taking part in the community or other social activities</p> <p><b>Communicating:</b> social skills, listening and feeling heard</p> <p><b>Choices and behaviour:</b> making positive choices even when there is peer pressure</p>
<p><b>Parenting, family and relationships</b></p> <ul style="list-style-type: none"> <li>- Parenting, care and supervision</li> <li>- Care history and Children's Services involvement</li> <li>- Family and wider networks</li> <li>- How the young person relates to others</li> </ul>	<p><b>Friends and community:</b> social skills and connections/ community involvement that support desistance</p> <p><b>Relationships:</b> relationships with parents and wider family, including how the young person relates to them</p> <p><b>Managing strong feelings:</b> whether the way of managing feelings harms others</p>	<p>There are no direct references to parenting or family, but three areas refer to how the young person relates to others:</p> <p><b>Interests and activities:</b> taking part in the community or social activities</p> <p><b>Communicating:</b> social skills, communicating respectfully</p> <p><b>Choices and behaviour:</b> being considerate; positive choices even when there is peer pressure</p>
<p><b>Young person development</b></p> <ul style="list-style-type: none"> <li>- health (health and physical development; speech, language and communication needs; emotional development and mental health)</li> <li>- lifestyle, identity and behaviour (substance/ alcohol use; young person as a parent; young person's self-identity; thinking and behaviour)</li> </ul>	<p><b>Living skills and self-care:</b> healthy lifestyle, sexual health, seeing health professionals</p> <p><b>Mental health and well-being:</b> having a positive self-identity, managing mental health conditions, being resilient and positive</p> <p><b>Managing strong feelings:</b> coping with stressful situations without harming themselves or others</p> <p><b>Drugs and alcohol:</b> problematic substance/alcohol use</p>	<p><b>Communicating:</b> social skills, listening and communicating</p> <p><b>Hopes and dreams:</b> valuing strengths and self-belief</p> <p><b>Health and well-being:</b> resilience, healthy lifestyle, managing health conditions</p> <p><b>Choices and behaviour:</b> substance/alcohol use. Making positive choices and staying out of trouble</p>

<b>AssetPlus</b>	<b>Justice Star™</b>	<b>Youth Star™</b>
<b>Learning, Education, training and employment</b>	<b>Positive use of time:</b> work, volunteering, education or training if this is possible, or gaining skills and experience towards this	<b>Hopes and dreams:</b> motivation and aspirations for the future  <b>Education and work:</b> school, other education, training, apprenticeships or work
<b>Offending / antisocial behaviour</b>		
<b>Current offending</b> including involvement of others  <b>Patterns and attitudes</b> (e.g. attitudes to offences)  <b>Other behaviours of concern</b> that have not been formally dealt with through the criminal justice system but may indicate future offending	<i>All outcome areas have been linked to the likelihood of future offending in the research literature. The most relevant individual areas are:</i>  <b>Drugs and alcohol:</b> problematic substance/alcohol use  <b>A crime free life:</b> attitudes to offending and current offending	<b>Choices and behaviour:</b> substance/alcohol use. Making positive choices and staying out of trouble even when there is peer pressure. Being safe.
<b>Foundations for Change</b>		
<b>Resilience</b> (including when faced with opportunities to offend), goals and attitudes  <b>Opportunities to help the young person achieve positive outcomes</b>  <b>The young person's engagement and participation</b>  <b>Factors affecting desistance</b> (including the related category such as substance misuse)	All outcome areas have identified within the research literature as factors affecting desistance. The most relevant individual areas are:  <b>Drugs and alcohol:</b> problematic substance/alcohol use  <b>Positive use of time:</b> work, volunteering, education or training if this is possible, or gaining skills and experience towards this  <b>A crime free life:</b> attitudes to offending and current offending	All outcomes areas are likely to affect resilience, but the most relevant are:  <b>Hopes and dreams:</b> motivation and aspirations for the future  <b>Education and work:</b> school, other education, training, apprenticeships or work  <b>Choices and behaviour:</b> substance/alcohol use. Making positive choices and staying out of trouble even when there is peer pressure. Being safe
	Engagement and participation are indicated by the Journey of Change stage in all outcome areas.	

To find out more about the Outcomes Star including licenses and training, please see our website <https://www.outcomesstar.org.uk> or get in touch on [info@triangleconsulting.co.uk](mailto:info@triangleconsulting.co.uk) or +44(0) 207 272 8765.