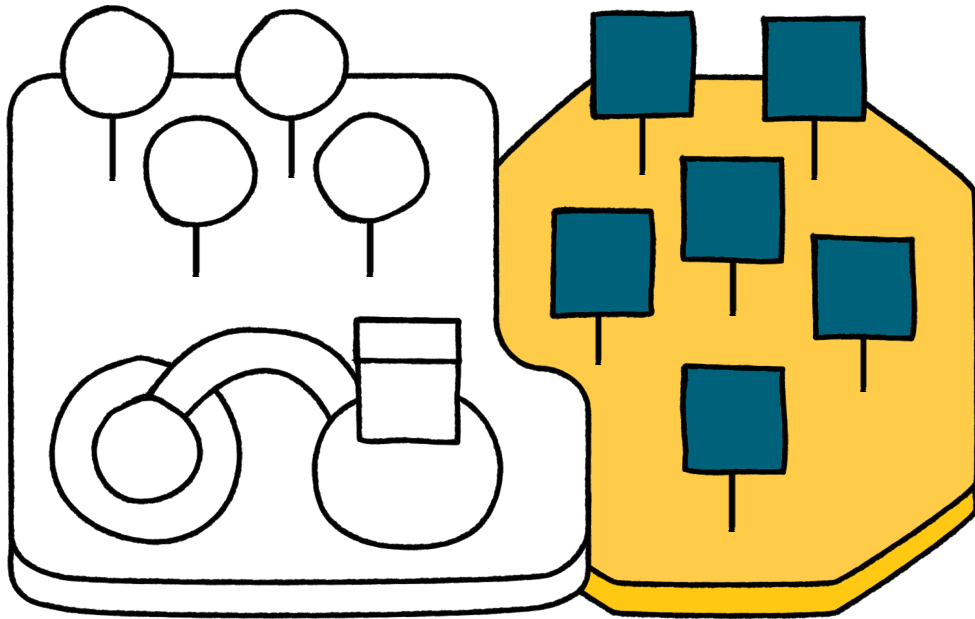


## Early recognition and intervention (R&I) in the community



### Time frame

From autumn 2008

### Stakeholders

Political legislative  
 Political executive  
 Formal education  
 Extra-curricular education  
 Child protection  
 Prevention and health promotion  
 Civil society



### Institutional framework



### Structure-related quality criteria

Strategic orientation  
 Designing the provisions/  
 living spaces  
 Collaboration  
 Coordination  
 Efficacy review  
 Participation and identification

### The starting point

The Egg youth commission was reconfigured in autumn 2008. There are now two delegates each from the communities of politics, school and church. The team is supplemented by a representative from the associations. This reconfiguration is intended to increase networking and collaboration. This networking demonstrates the following:

Each of the institutions observes young people behaving conspicuously. Each institution intervenes individually according to their remit. None of these incidents are particularly serious when viewed in isolation, making them manageable. However, if one reviews these observations in a community context, there is often an overall need to act.

Each institution is currently acting autonomously, which means in particular that each institution contacts parents separately and this contact is therefore not very coordinated. There is a risk of overwhelming both parents and young people. The support for affected parents and young people is badly coordinated, unclear and often difficult to access. Based on these findings, the authorities decided to develop an early recognition and Participation and identification intervention concept tailored to the community and schools, so that the responsible people and agencies can be networked and work together, which would in turn mean that their (mostly already existing) action plans would be coordinated.

### Aims

Establishing an early R&I concept in the Egg municipality to create structures that enable forward-thinking and coordinated R&I at the community and school level. Measures for early, coordinated and targeted support of at-risk children and young people can then be defined and coordinated by the responsible people around them (parents/guardians, teachers, specialists in school social work, leisure and sport).

### Target group

Stakeholders in the living world of children and authorities (parents, school, political community, reformed church, associations and population).

### Costs

The children and young people's officer was commissioned to set up the project. The equivalent of 10 full-time roles are embedded in their official contract. No further roles were required for proper operation as all stakeholders had already accounted for R&I in their remits. The equivalent full-time roles for this are between 3 and 5 depending on the area.

### **Project progression**

Kick-off event for all stakeholders from the living world of children and young people. The presidents of the three authorities (school, political community, reformed church) sign the "Oltner Charta" expressing the political will for R&I in the community.

A project group made up of stakeholders from the school and political community develops a schedule (funnel model) to regulate the R&I procedures.

Establishment of two specialist teams. One for the school remit, made up of school heads, teachers in special education, school social work and the school psychology counselling service. All staff working within the school context can contribute their observations here.

The other specialist team is set up for the community and is made up of the children and young people's officer, the public youth work agency, the school social work agency, the day care centre management and the youth police officer.

Depending on the situation, further stakeholders can join all the teams, e.g. the Office for Social Affairs.

The teams review observations and coordinate the intervention where required. In the case of an intervention, one person from the group is tasked with managing the case. It is the task of the school social work agency to triage the cases between the community and school specialist teams.

The school social work agency and the children and young people's officer are available for free advice sessions with parents and people working with children and young people.

### **Success factors**

- Targeted and recurring projects in social behaviour (educational element)
- Constant awareness-raising of R&I among professional stakeholders
- Communicating and maintaining a shared attitude to R&I
- Professional assessment of the situation
- Coordinated, appropriate intervention
- Children and parents feel supported and less "beleaguered"
- Reduction of resources required
- Joint "responsibility"
- Early recognition thanks to wide networking

### **Challenges**

- Data protection
- Communicating the provision across all areas
- Risk of overwhelming individuals with care (due to early or excessive intervention, albeit with good intent)

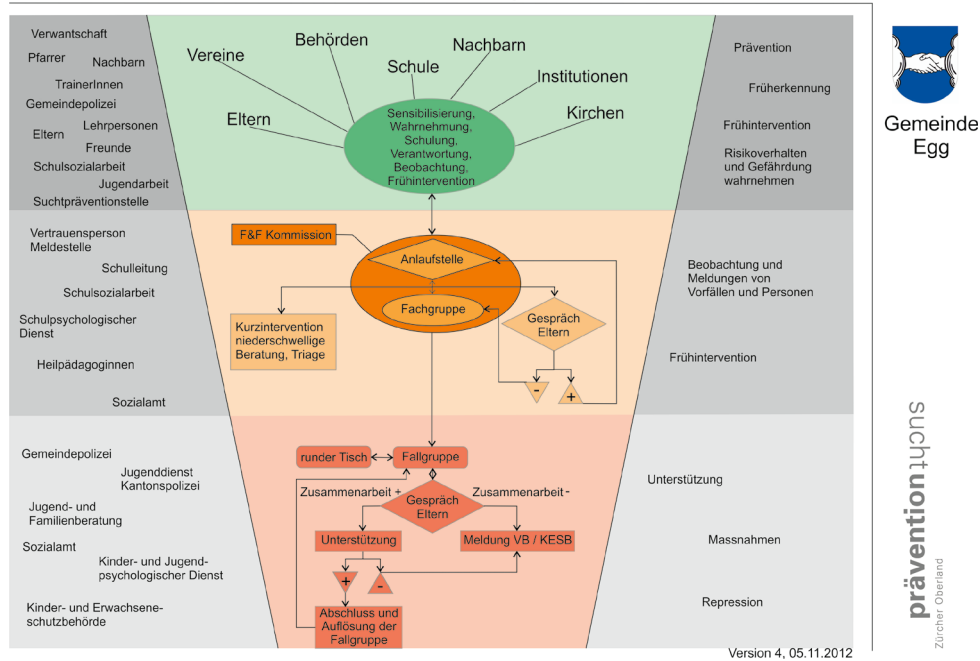
### **Conclusion**

It has been demonstrated that a planned and coordinated procedure is very helpful. People in the population especially value a professional, easily accessible drop-in centre for observations. Early, appropriate and coordinated support allows all involved to have a more relaxed approach to the early warning signs of an issue before it grows into a crisis. Overall, it was ascertained that this reduces crisis situations. Moving resources from crisis intervention to R&I definitely pays off.

### **Contact details**

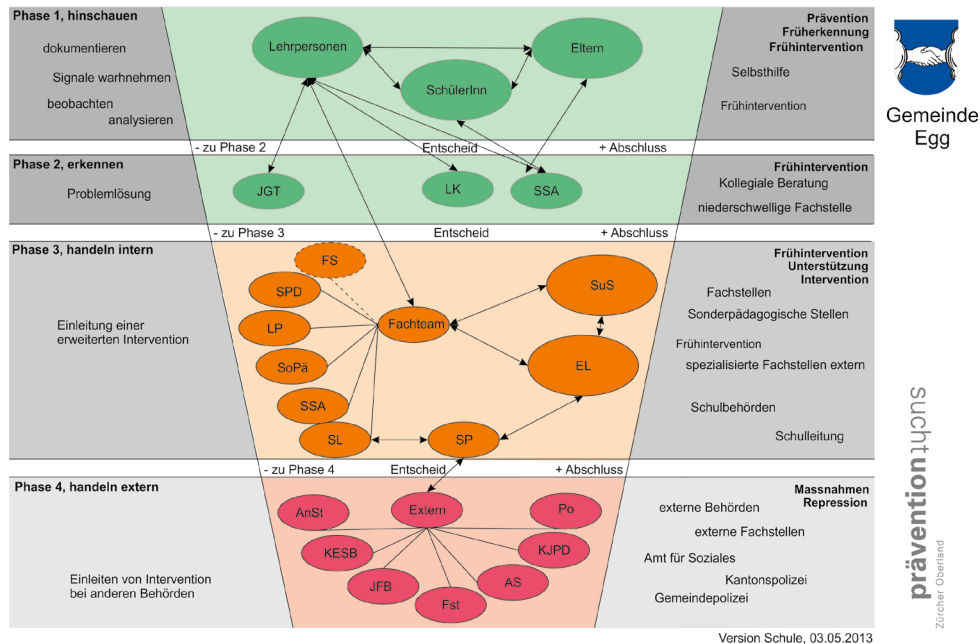
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# Ablaufschema Früherkennung & Frühintervention



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# Ablaufschema Früherkennung & Frühintervention Schulen Egg



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