



youth  
futures  
FOUNDATION

1625  
Independent  
People



THE  
BEHAVIOURAL  
INSIGHTS  
TEAM

JEMUWEM ENO-AMOOQUAYE

# Young People's Reboot Journey

Understanding the journey from a young  
person's perspective

# What is Reboot?

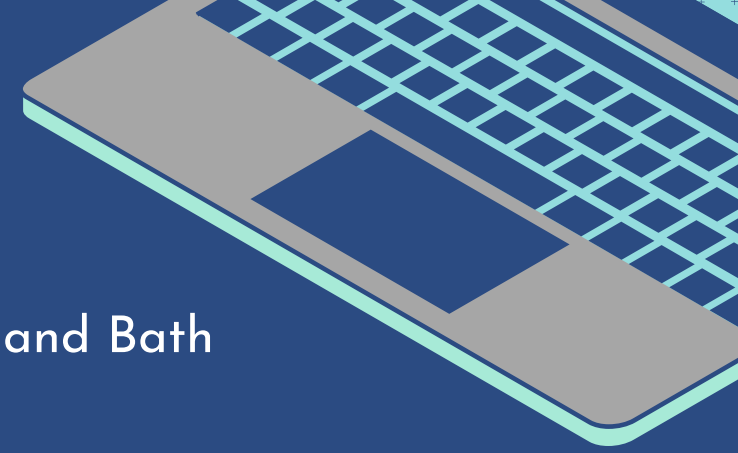
1625 Independent People is a charity that works with young people aged 16 to 25 in Bristol, South Gloucestershire, North Somerset and Bath and North East Somerset.

The Reboot Programme works with care experienced young people aged 16-25 across the West of England region helping them to access and sustain learning, training and employment as well as helping them to achieve stability and wellbeing in their lives.

The project's Coaches form trusting relationships with young people for up to three years, explore what matters most to the young person (their values) and what they are good at, helping them to gain the confidence, skills, motivation and qualifications to progress to meaningful work. This includes job coaching and practical help (for example with their CVs and preparing for job interviews) as well as providing things like laptops and work clothes. The project also helps to create supportive, sustainable education and employment opportunities by working in partnership with employers, colleges, universities and training providers.

The project uses a model of ACT called DNA-V that was developed specifically for working with adolescents. The co-founder of DNA-V, Australian clinical psychologist Louise Hayes, has supported the project since the beginning, along with Bristol-based senior educational psychologist, Duncan Gillard. This psychological approach helps young people to build commitment and make positive choices. Rather than be driven by some of the unhelpful thoughts and feelings that young people leaving care can often experience, DNA-V enables young people to choose behaviours and action based on their personal values and the life they want to lead. DNA-V stands for the following:

- **Discoverer** - The adventurous part of people that wants to explore and try something new
- **Noticer** - Active mindfulness, how people are feeling emotionally and physically, engagement in themselves and their surroundings, it is non judgemental, innate/instinctive
- **Advisor** - Inner voice and thoughts that people use to navigate the world
- **Values** - What is important to people, values can be flexible and change from moment to moment.





# Participant Tracing Methodology

**We interviewed 8 young people at 4 different time points throughout the year in order to ...**

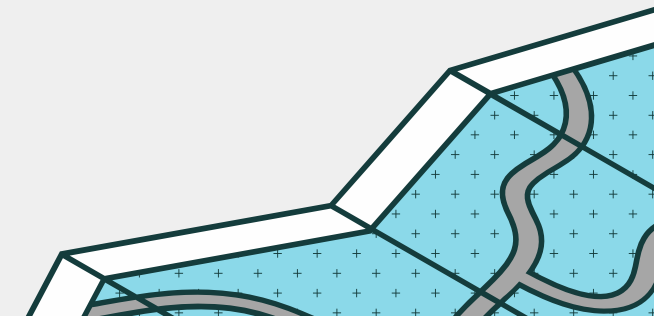
- Understand how young people experience the programme;
- Understand how and why young people in the programme achieve outcomes in education, employment and training (EET);
- Understand barriers and facilitators to young people achieving EET outcomes;
- Understand what works well/less well in supporting young people into EET.

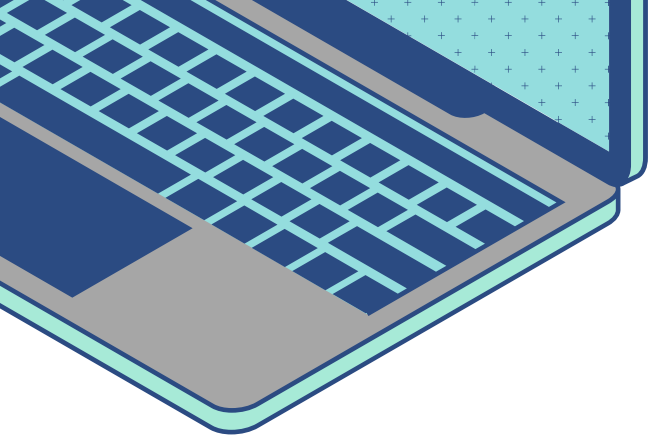
## **Sampling:**

Purposive sampling aimed to reflect the range and diversity of young people in the programme. The primary sampling criteria was the young person's level of engagement (low engagement vs high engagement) as assigned by the 1625ip staff.

## **Recruitment.**

Building rapport with the young people up-front was the primary goal of the recruitment in order to ensure young people feel comfortable telling us about their experience and also to lower the risk of attrition. We worked closely with 1625ip staff and to identify a suitable strategy for approaching young people and developed informational materials, personalized videos and consent forms that clearly set out the purpose of research and how their data would be used.





# Participant Tracing Methodology

## We conducted semi structured interviews ...

It was essential that we collected data from young people at multiple time points over the course of their engagement. At each touch point, we collected longitudinal data on young people's perspectives

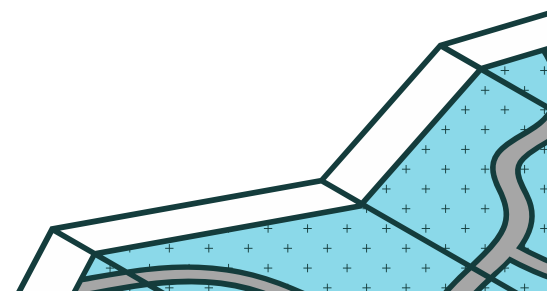
These interviews allowed for a flexible and comprehensive exploration of key topics, balancing consistency across the topics covered with each participant while allowing the participant to take the interviewer on their own individual journey. This resulted in elements of the DNA-V Model used by 1625ip being incorporated into interviews. We collected data on young people's perspectives of what was working well and less well, as well as the perceived impacts of the programme. We had a bespoke set of questions for each touchpoint that were relevant to where they were in the mapped out participant journey. Prior to the interview we had a co-design session with 1625ip staff to ensure that the interview topic guides would work effectively.

We collected data from YPs who were at one of the 4 different programme stages:

- 1) Initial Engagement Stage - The YP's beginnings on the Reboot programme including awareness building and the referral process
- 2) Relationship Building Stage - The YP's initial involvement in the programme, including meeting their coach and participating in initial coaching activities
- 3) EET Preparation Stage - the YP's maturation through the programme including discussions and coaching activities relating to their skills and goals and exploration of this
- 4) Ongoing Support Stage - Training, education, employment, YP's development toward their EET and other goals and the Reboot support while pursuing these

Our sample did experience some attrition:

- Stage 1-2 we interviewed a total of 8 young people.
- Stage 3 we interviewed 6 young people
- Stage 4 we interviewed 4 young people



### Stage 1

#### Initial Engagement



The young person's start on the Reboot programme including awareness building and the referral process

### Stage 2

#### Relationship Building



The young person's initial meeting with their coach and participation in initial coaching activities

### Stage 3

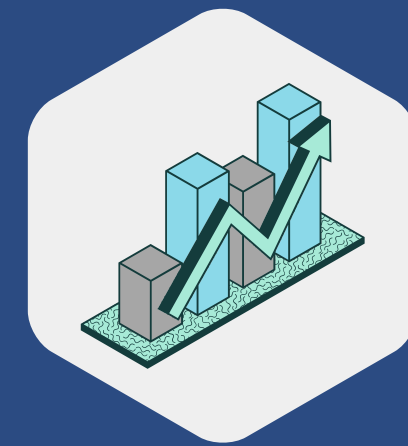
#### EET Preparation



The support young person receives in their development toward their EET and other goals

### Stage 4

#### Ongoing Support



The young person's development through the programme including discussions and coaching activities relating to their skills and goals



# A young person with High Engagement (5 Young People)

## Initial Engagement

## Relationship Building

## EET Preparation

## Ongoing Support

### What happens

- Young person expresses to social worker or PA desire to get a job or go back into education
- Young person told about Reboot and decided to take part
- Young person, PA and Reboot Coach meet so YP can learn more about the programme's offerings
- Young person and coach exchange contact details

- The young person begins DNA-V based work with their coach to uncover values and skills / strengths.
- Young person shares more about their interests and what mattered to them
- The young person develops EET based goals
- Young person meets with coach once every 2 weeks.

Coaches support young people with the following activities:

- CV Writing
- Searching for jobs
- Interview practice
- Course applications
- Presentation preparation
- Checking in before and after interviews
- Networking with companies linked to Reboot
- Finding opportunities specifically for care leavers

- At this point the young person is in education or employment.
- They set goals with their coach related to what they want to achieve in their new course or job
- Coach provides support and advice to new challenges young person may face in new role, such as interacting with new colleges, or completing course work

### YP Perspective

- Everything was really clear and met my expectations...
- I like the coach showing genuine interests in the things I like, I could tell just wanted to get to know me for me...

- It really helped me express what mattered to me...
- Now I can understand how the things I like doing can link to my job....
- I know my coach is always there for me, I talk to them about non EET stuff too, I go to them before I even go to my social worker...

- I like the consistency of having meetings every two weeks, but also like when my coach responds to my out of the blue requests for help...
- I have a better understanding of my strengths and more self esteem

- I can talk to my coach about work / college based challenges (for example not understanding course materials, or dealing with difficult company clients)...
- I find it reassuring knowing that my coach is a reliable trusted adult that provided timely support...
- My coach is good at providing support for new challenges that come with starting college / work such as managing money....

### Emotions

Nervous about working with another (or new) professional, but looking forward to starting their EET journey

Focused on EET, and starting to trust the coach

Excited and determined as they are on their way to reaching their goals. Young person is growing in confidence as they start doing new things

May be worried, confused and nervous about aspects of their new job / course, but feeling proud of their achievements

### Barriers

- **Practical Barriers:** Responsibilities such as co-dependents (e.g. children), unstable living conditions, challenges with mental health making it difficult for young person to commit to sessions, chosen mode of contact (such as access to functioning mobile phone)
- **Emotional Barriers:** Do not want to have to talk to another professional

- **Emotional Barriers:** Young person had clear EET goals from the outset and strong sense of self / what is important to them so may not have engaged in values work. May have been more focused on achieving their EET outcomes and showed less interest in building a relationship with their coach

- **Practical Barriers:** Unstable living conditions caused the young person to miss sessions, or shift their focus, young person may have had to move location and find distance needed to travel for sessions too far, lack of resources such as work clothes or electronic equipment
- **Emotional Barriers:** Application rejections disappoint the young person, some young people may start to feel nervous and question their readiness for EET

- **Practical Barriers:** They may have had a change in coach meaning a new relationship had to be built from scratch / had a period without a coach, They had less time and energy to commit to sessions as they are in employment or attending college, Young person experienced a crisis or set back (mental health crisis, lack of housing, loss of job)
- **Emotional Barriers:** These young people often describe themselves as 'Independent' and feel they have achieved their key EET Goals, so no longer need support

### Facilitators

- **Practical Facilitators:** having the PA attend as a familiar presence
- **Emotional Facilitators:** ensuring the initial conversation is relaxed and informal as it helped remove the pressure YP might be feeling meeting a new professional, focusing on 'getting to know the young person' and their interests, if the young person themselves expressed readiness they were more likely to be self motivated and want to engage

- **Practical Facilitators:** Being less direct about values work. For example not using the sort cards but instead talking through the young person's thoughts and behaviors and linked it to what the young person finds important, building the relationship in less direct ways such as activity based Away Days, being persistent and consistent with communication even when the young person could not meet for sessions

- **Practical Facilitators:** Putting young person in touch with partner organisations that provide support e.g. an organisation that provides work clothes and shoes, taking a flexible approach to location and timings of sessions
- **Emotional Facilitators:** Coaches providing positive feedback and highlighting progress

- **Practical Barriers:** Consistent communication from the coach during a time of change was reassuring, coaches communicated with professionals (at young person's place of work or learning), to better understand the young person's needs, coaches took a flexible approach to location and timings of sessions
- **Emotional Barriers:** Reminding young person that coach is available to support them when if they need help

# A young person with Low Engagement (3 Young People)

## Initial Engagement

## Relationship Building

## EET Preparation

## Ongoing Support

### What happens

- Young person has EET engagement suggested to them by professional
- Young person is told about Reboot and decides to take part
- Young person may take a while to decide and speak to people they are close to for advice
- Young person, PA and Reboot Coach meet so YP can learn more about the programme's offerings
- Young person and coach exchange contact details

- Coach focuses on wellbeing, by building trust and self esteem
- Coach carries out activities with young person such as bowling and snooker, to help the young person relax and de-formalise sessions
- Nothing EET is discussed. Instead there is self- reflection. Coaches make sure to use affirmations and provide positive feedback

- The young person begins DNA-V based work with their coach to uncover values and skills / strengths.
- Young person shares more about their interests and what matters to them
- Also may start disclosing current or past traumatic experiences, for example exploitative or abusive relationships, which the coach escalates / notifies the appropriate professionals or authorities if need be

- Coach continues to provide holistic support weaving in DNA-V
- Begin mapping out a pathway to EET based on the young person's values
- If young person feels ready the coaches support young people with activities such as: CV Writing, Searching for jobs / opportunities and course applications

### YP Perspective

- What the coach told met my expectations, it's the kind of support I thought they would provide....
- However, I still don't really not too sure if I'm actually going to like the sessions and working on this stuff with this new person....

- I struggle with my mental health due some things that happened to me in the past...
- The coach just wants to get to know me, but I don't want to confide in them, I worked with so many different professionals and don't really trust them...
- I feel awkward and uncomfortable interacting with other people, I never say or do the right thing in social situations and stand out in a bad way....

- I started to focus more on the positive parts of my self and the things I do well...
- I started to figure out courses or jobs would suit my strengths and interests and what I can contribute to society...

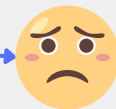
- Its really reassuring that my coach is always there whenever I need them, I never have to wait too long for a response....
- They helped with doing new things that I found difficult like writing a CV....
- I'm proud, although a little nervous that I have my first interview soon...

### Emotions

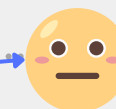
Nervous about working with another (or new) professional and starting their EET journey



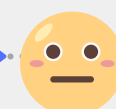
Young person has low self esteem, feels they are unimportant and lack purpose / meaning



Feels more confidence and has an increased sense of belonging as they start doing new things and learning what matters to them has value .



Nervous and worried about aspects of their new job / course, but feeling proud of their achievements



### Barriers

- **Practical Barriers:** Responsibilities such as co-dependents (e.g. children), unstable living conditions, challenges with mental health make it difficult for YPs to commit to sessions, chosen mode of contact (e.g. such access to functioning mobile phone)
- **Emotional barriers:** Do not want to have to talk to another professional, young person may not feel fully ready to start EET journey

- **Practical Barriers:** Young person is struggling with their mental health or self esteem and as a result feels unable to interact with others in person, does not have phone credit
- **Emotional Barriers:** Young person does not trust the coach, professional fatigue (the young person feeling overwhelmed by number of professionals they are expected to communicate with), despite the holistic support young person is aware the purpose of the the programme is EET related and this can make them feel nervous as they may not feel EET ready

- **Practical Barriers:** factors such as unstable living conditions, lack of sufficient finances, mental or physical health crisis may cause the young person to miss sessions or shift their focus.
- **Emotional Barriers:** A set back may occur in relation to something traumatic they have disclosed, continued low self esteem

- **Practical Barriers:** Experience a crisis or set back (such as a mental health crisis, lack of housing) that impacts their mood and confidence negatively.
- **Emotional Barriers:** Struggle to accept or believe the newly discovered positive aspects of themselves (e.g. may believe they are not good at a particular skill)

### Facilitators

- **Practical Facilitators:** having the PA attend as a familiar presence
- **Emotional Facilitators:** ensuring the initial conversation is relaxed and informal as it helped remove the pressure YP might be feeling meeting a new professional, focusing on 'getting to know the young person' and their interests

- **Practical Facilitators:** Consistent communication from the coach (e.g. reaching out to the young person via text even if young person misses sessions), reaching out through the PA, using alternative phone apps that do not require phone credit
- **Emotional Facilitators:** Coach carries out activities with young person such as bowling and snooker to help build confidence and de-formalise interactions, coach is reliable and on time when attending these sessions. Conversations are young person led in order to ensure their comfort, Coach is honest about the limitations of their role helping to foster trust

- **Practical Facilitators:** Provision of financial resources (electricity meter vouchers, foodbank vouchers), taking a flexible approach to location and timings of sessions, consistent communication from the coach via phone even if young person misses sessions
- **Emotional Facilitators:** Continuing to use activities and group sessions to facilitate interaction with the young person, referring young person to other professionals or services (e.g. adult social care) to address traumatic experience, supporting young people's interaction with other services (e.g. helping them speak to doctors or mental health professionals)

- **Practical Facilitators:** Consistent communication from the coach, for example reaching out to the young person via text even if young person misses sessions
- **Emotional Facilitators:** Coaches providing positive feedback and highlighting progress



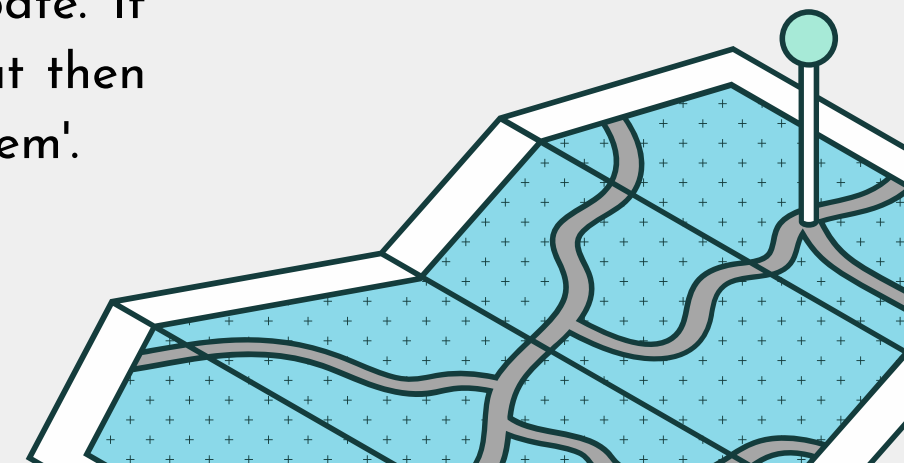
# Initial Engagement

## Engagement varies for a number of reasons...

- Some young people have phases when their life is very unstable making it hard for them to engage. They may not have secure housing, they may be financially unstable, they be be in unhealthy or exploitative relationships, they may be in criminal justice system, they may be facing mental health or substance abuse related challenges.
- Some young people have very clear EET related goals from the outset and require less emotional or holistic support and work with their coach on the more practical aspects of EET. They reach out to their coach on a needs must basis for support with specific things.

'There was a period over the summer where engagement reduced because there wasn't a lot to engage for from her perspective when we were just in this sort of holding pattern waiting for the job to start' (Coach)

- When some young people start full time work their engagement may drop due to their time and focus being on their new role. However, in some cases it picked back up again when they started to face challenges in the workplace.
- Some young people were very clear after the initial meeting or first few session that they no longer wish to participate. 'If the young person is really clear...lets say they've met, signed the consent forms and been open to the service, but then quickly afterwards have been really clear they don't want this service we have to respect their decision and close them'.





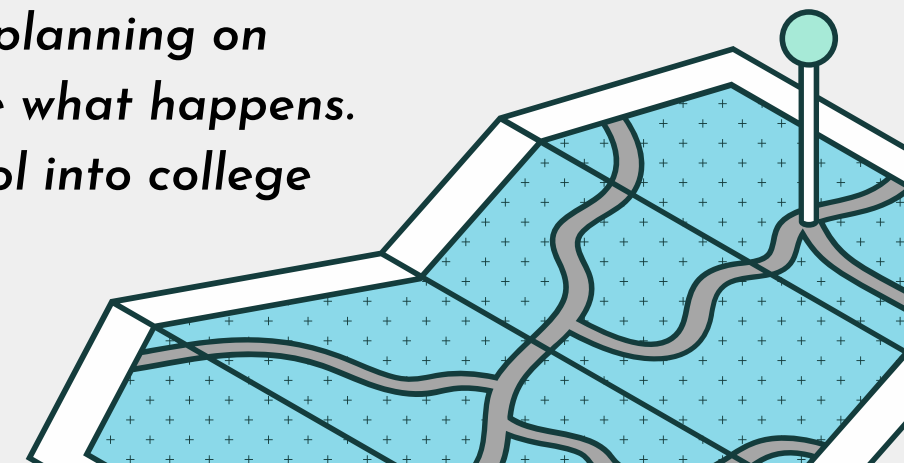


# Initial Engagement

## ...so how should coaches approach engagement?

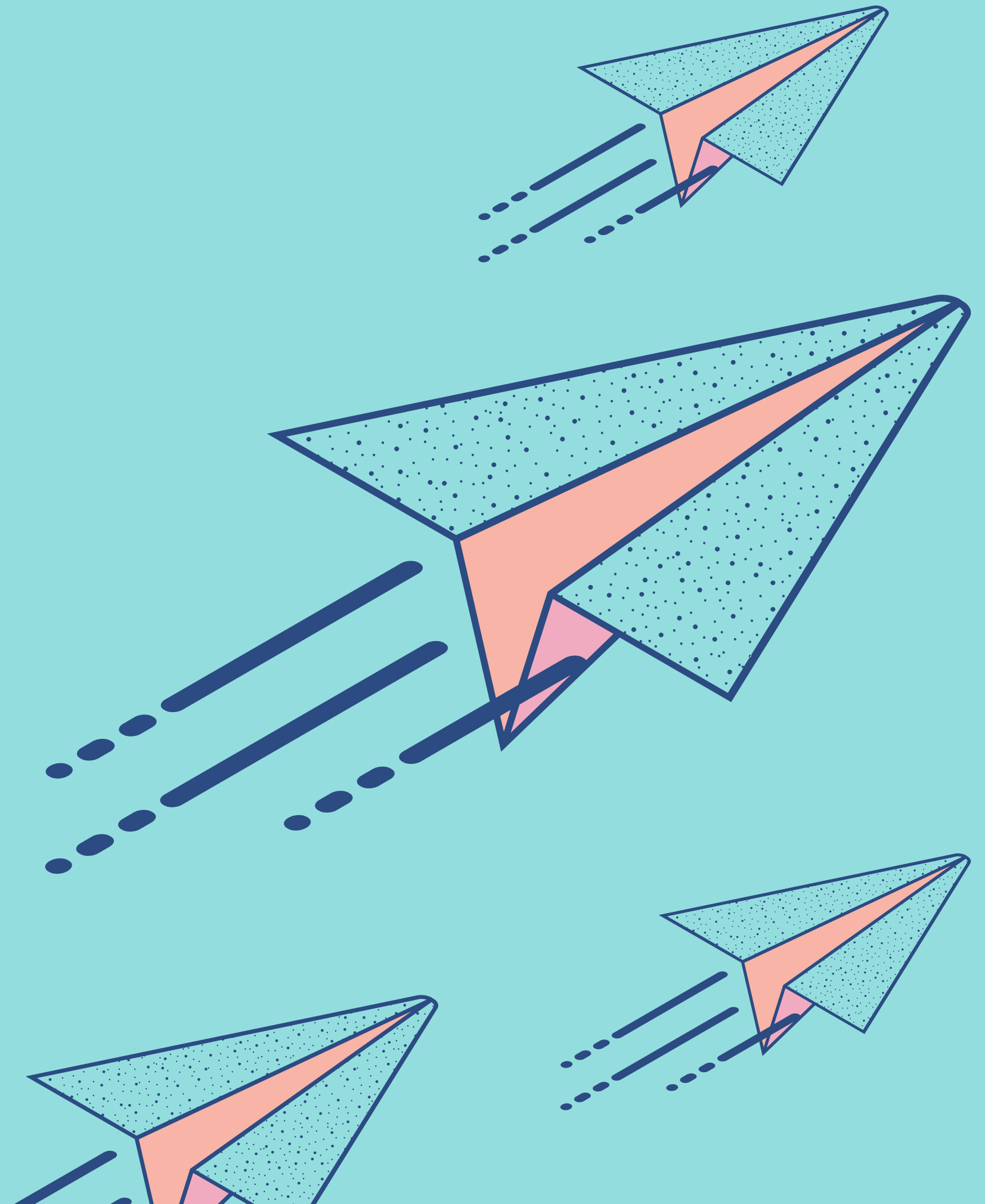
- Young people live chaotic and unstable lives so it is important sometimes to give them space to go through different phases of engagement. Coaches should not interpret a phase of disengagement as complete disengagement from the programme
- If a young person communicates a lack of engagement through their behaviour, for example the young person stopped showing up to appointments, coaches should keep contacting them, letting them know that coaching is available to support them if they ever needed it.
- The young person could be going through a phase of particular instability, and should also speak to the young person's PA or social worker and get a sense of what is going on in their personal life to get an understanding of why now is not the right time.
- Coaches should also consider timing. Perhaps if a young person is going through a particularly long phase of instability, the young person may benefit from being re-introduced to Reboot in the following years' cohort if their situation becomes more stable.

*'A young person who was quite keen to engage and then it became quite clear that her plans had changed as she was planning on moving to Manchester. I decided not to close her case as she hadn't actually moved to Manchester, and thought lets see what happens. Nine months later, after being sure we would have to close her case, that plan to move shifted and she decided to enrol into college and thought now would be a good time for a coach and she is engaging really well' (Coach)*



# Key takeaways...

- It is important to sometimes give young people the space to go through different phases of engagement and not take it as an indication that a young person no longer wishes to participate entirely
- This is important for young people who live particularly chaotic lives or those placed in the low engagers cohort
- Despite the different phases of engagement it is important that coaches consistently reach out to the young person so the young person still feels able to increase their engagement when ready





# Relationship Building

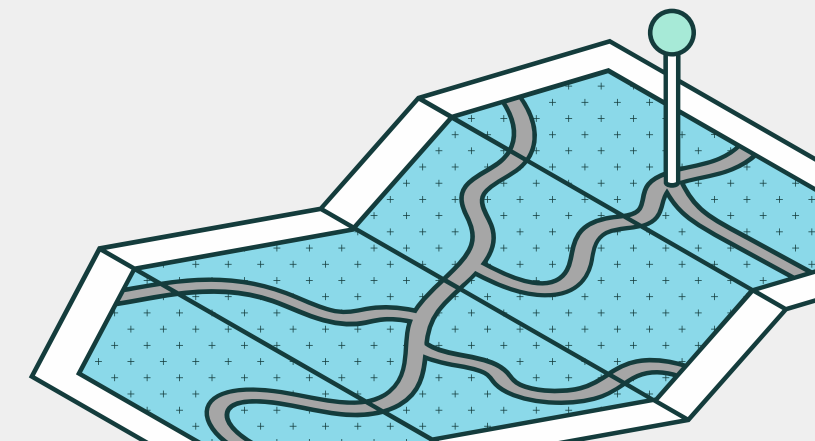
## The ability to build and maintain relationship with their coach is an important development for young people and vital to helping them progress towards EET outcomes

The ability to build and maintain relationship with their coach is an important as it:

- Contributes to the mental well-being of the young person and increases their self-confidence
- Prepares them for the development of new relationships in an EET environment and in their social network with peers
- Enables the young person to be more receptive to their coach's advice and guidance

*'The first time I met with this young person they hadn't seen anyone else in 3 weeks, hadn't left the house in 3 weeks, I was the first person he had any social interaction with.'* This young person had mental health challenges and would often struggle to adhere to their prescribed medication. They struggled with with low self esteem, believed they were a waste of space and of no value to society. Their coach shared that the young person would express they felt they had nothing interesting to contribute to social situations, were uncomfortable around peers, and the coach observed the young person was overly apologetic, uncomfortable in busy and new spaces and hyper aware of what he says in social situations. The young person shared with the coach that they can't smile and never laugh. The coach focused on building a relationship before even discussing EET. They set goals that were not EET related as that felt like too much pressure for the young person. Instead they chose goals that aimed to have him re-engage with in life outside his bedroom - e.g. meeting his coach regularly, having conversations with peers. Initially the young person struggled to meet the coach, but the coach persisted with weekly check-ins via the phone. The coach then arranged an afternoon of bowling to do with the young person. When carrying out this activity together the coach made sure to provide positive feedback and express how much they enjoyed spending time with the young person and showed an interest what the young person said. The young person was receptive to these activity based sessions .and soon the coach was able to introduce more reflective conversations to help the young person understand why they lack confidence. Through this the young person began to open up more about their interests and coach would make sure to show genuine interest and provide positive feedback and encouragement. Since starting sessions the young person became more relaxed, was able to assert themselves, engaged enthusiastically in conversations with the coach and decided to take the lead on what activities they do with the coach. They also started doing things that were initially outside of their comfort zone, such as; getting the bus and going into town especially at a busy time, putting themselves in uncomfortable situations like sitting with their back to an open door, taking their coat off when outside and having their hair cut. They were then able to start some values based work. The young person enjoyed constructing LEGO and with the coach they were able to understand that LEGO is important to them because it requires focus and overcomes a challenge

**'She was in hospital so I prioritised talking to her, making sure was ok and seeing if she needed any support, and linking up other professionals, because sometimes they may come to me before their social worker. Wellbeing is the core, it impacts their day to day and therefore EET outcomes' (Reboot Coach)**



# Relationship Building

## What can support relationship building?



### The length and intensity of the relationship building stage should vary based on the needs of the young person

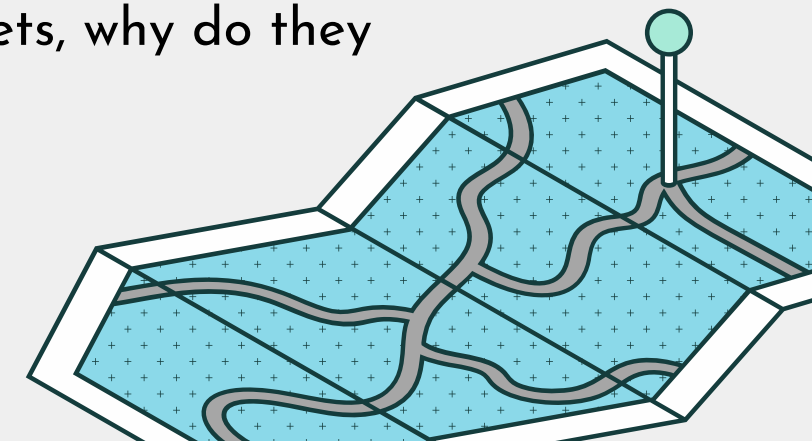
- Some young people, more so low engagers, require a more prolonged relationship building phase. This is due to a range of factors such as mental health challenges, substance abuse, unstable living conditions and past traumatic events.
- In addition these young people were often distrustful as a result of their previous experiences with multiple professionals in which they felt their voices were not heard. When mentoring these particular young people coaches focus on improving well-being by providing holistic support before introducing DNA-V or EET based work in sessions, and do so very slowly.

### Carrying out activities with young people

- They may also utilise activities such as bowling or art classes. with young people. Young people expressed carrying out activities with coaches provided them not only with new shared experiences, but also an informal unpressured environment to talk in.

### It is important to remember that Relationship building also encompasses a young person's relationship with themselves

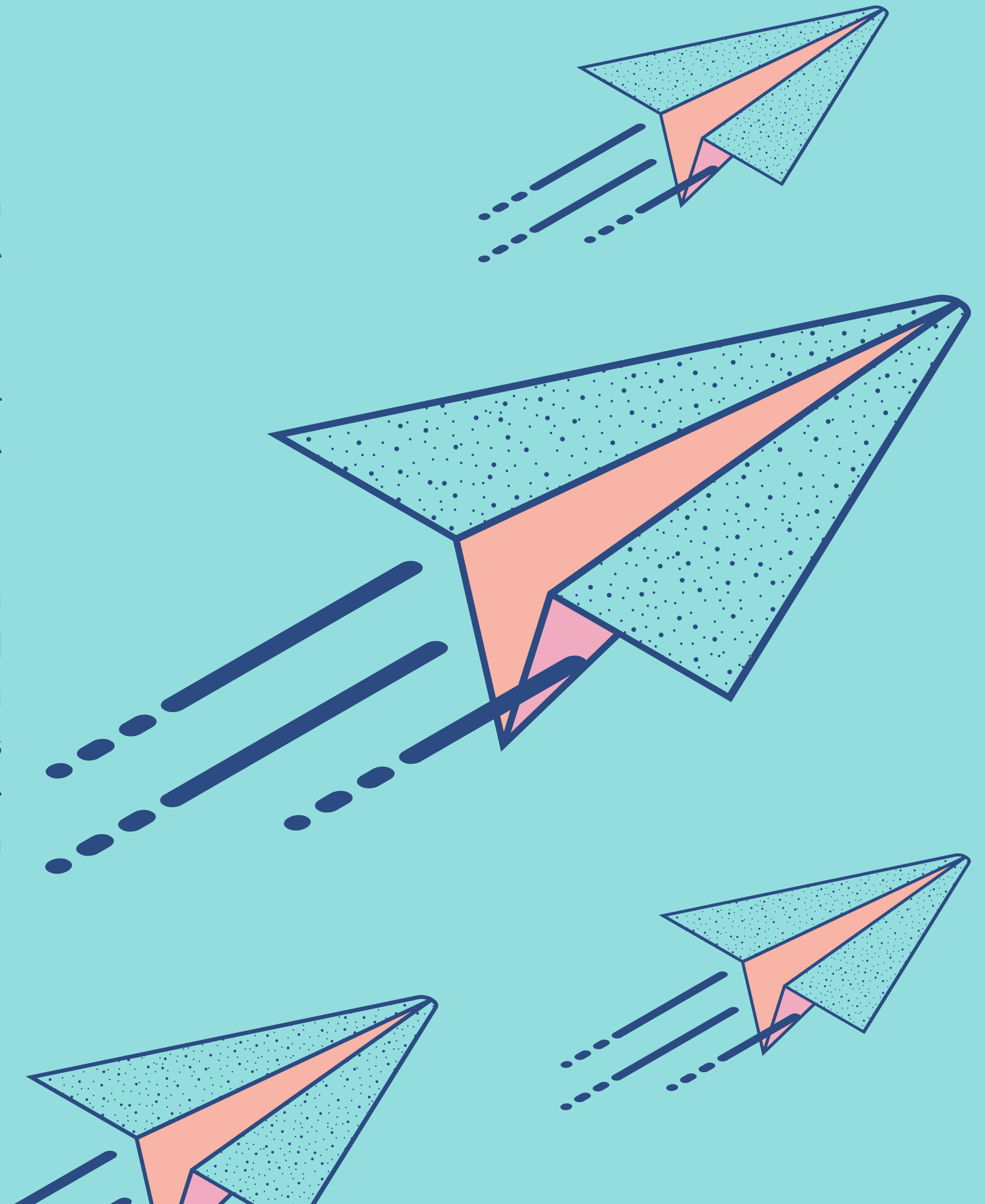
- For high engagers coaches may start introducing the DNA-V principles to young people, specifically the N (Noticer) and V (Values).
- Noticer - things they notice about themselves - why may a young person have a low mood and not want to attend sessions towards the end of the month, or why do they avoid conversations about certain people
- Values - what things are important to them and why - why does a young person like team sports, why do they keep pets, why do they enjoy painting

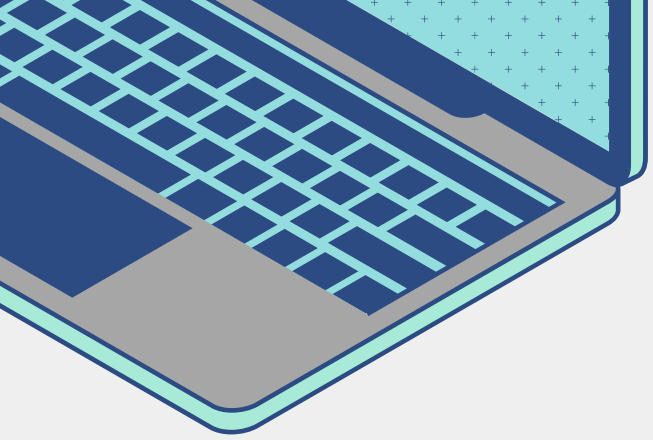




# Key takeaways...

- The relationship building stage is an important first step on a young person's journey, as learning to develop healthy relationship will be beneficial when working with colleges or learning with peers.
- Low engagement young people in particular find it difficult to trust professionals and as a result their relationship building stage may be extended before they address EET
- The informality of one on one (or group) creative, social or sporting activities with the coach helps to facilitate conversation and interaction between the coach and the young person in turn aiding the development of a trusted relationship. When processing emotions and starting to address trauma, fun activities add balance and ease pressure, helping to counter the more emotionally overwhelming sessions





# EET Preparation

'Some young people don't even know what they want to do because they don't even know who they are yet' (Coach)

## How coaches can link DNA-V to EET preparation

- Understanding their values increases the young person's sense of identity and provides a strong foundation from which they can explore potential EET prospects (with agency) that align to what matters to them. In addition at times what matters to young people is also linked to their unmet emotional needs, something coaches help young people reflect on and would come under the noticer component.

*'What is important to them comes out in their values, but so does what they need emotionally. They [young person] felt unsupported through a past traumatic experience and when doing a values sort card often chose values relating to supportiveness, care, trust and as a result decided to look into courses that centered around caring for people or animals.'* (Coach)

- Some young people carried out the values card sorting exercise with their coach however for other young people values work is more implicit and is not explicitly introduced. For some young people values work felt exposing and uncomfortable and the cards were overwhelming, so coaches took a subtle approach and talked through values with young people instead
- Some young people struggled to identify about their skills, qualities and strengths because their advisor (internal voice) was quite negative. Voicing positive things about themselves was not in line with their self concept and being asked to be very specific about strengths in an application or interview was often very internally uncomfortable for them. It requires them to think in ways that are not coherent with what they think themselves to be and as a result coaches aided them in reflecting on expressing their strengths.
- Throughout EET preparation young people did new things, or did things they had done before in a new way. However coaches aimed to make EET preparation an experience of learning and discovery for the YP overall. The whole process of preparation was an exercise based in the DNA-V principle of 'Discoverer' as they are discovering interests and skills. In addition throughout the process coaches encouraged young people to take the focus off whether or not they got a job role, but for more 'little wins' they gain in the process, such as learning to write a CV. This helped motivate young people on when they were feeling low, finding tasks difficult or faced rejection.
- Discovery also impacted their values. Young people shared that because they engaged with their discoverer and stepped out and tried something new, that they learnt a bit more about what they really want to do.

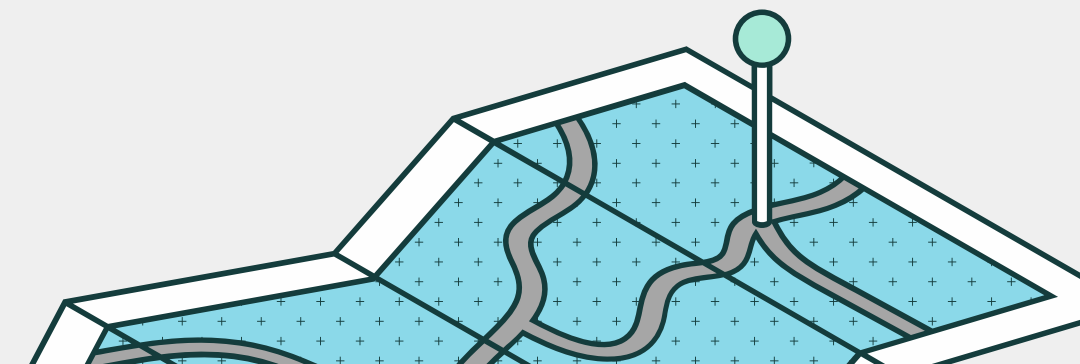




# EET Preparation

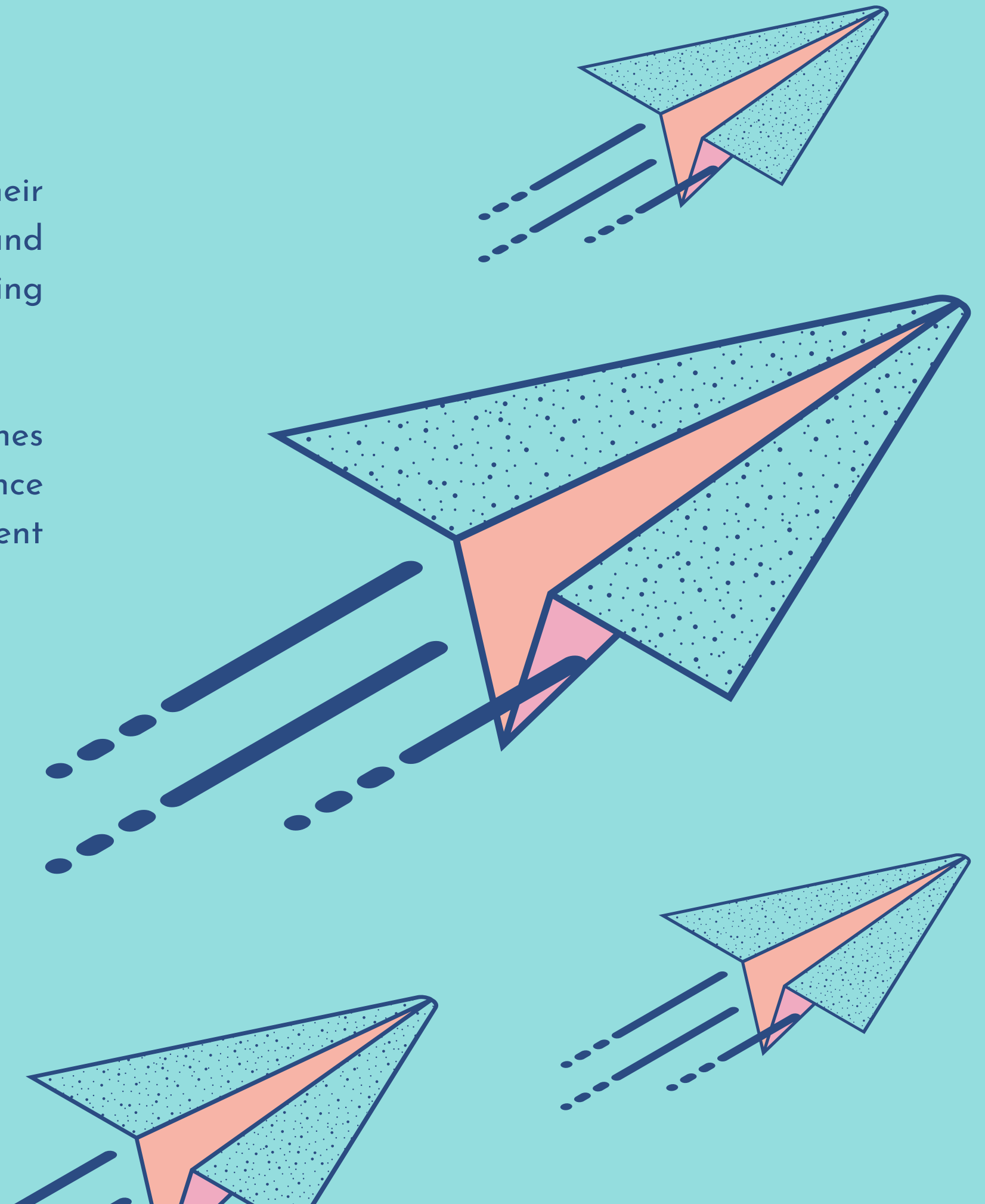
## Practical support coaches have offered young people:

- Practised writing emails - coach and a young person had an in person session in which the coach sent them an email and they worked on how to structure a response together
- Coordinated between other community organisations, a potential employer and the young person to get an interview scheduled
- Ensured a supportive presence attended an interview, or college induction, usually the coach themselves
- Made referrals to partner organisations based on needs expressed by young person. For example an organisation called smart works that supports women moving into new professional roles. They offer coaching and funding to access clothing. They helped the young person to pick out, purchased and sent her a new clothes for her new job. She expressed she needed new clothing because had never worked in a professional environment like this before and did not have anything appropriate to wear
- A young person had to put together a presentation for their local authority job interview, their coach got funding agreed from a local authority for the young person to get art and crafts supplies for her presentation.
- Supporting with applications and helping them express in writing how they meet criteria
- Prior to the interview a coach ensured a young person met the interviewers, saw the interview questions and saw the environment they would be interviewed in, reducing how fearful they were feeling about the interview.
- Practised answering interview questions out loud
- Helped young person structure and write their CV



# Key takeaways...

- DNA-V can help young people gain a better understanding of their skills, abilities, values and goals leading to improved agency and confidence. This in turn results in the young person being more willing and able to apply for employment and education opportunities
- In addition to this young people felt the practical support coaches offered was extremely helpful in ensuring they have the best chance possible to achieve their EET related goals when employment opportunities arise



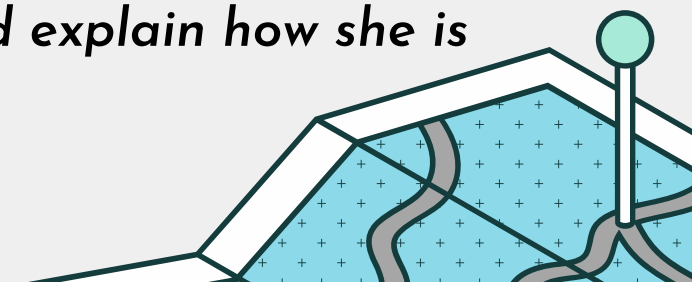


## How can ongoing EET support be provided?

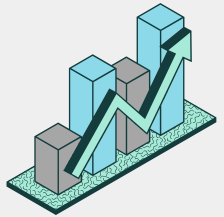
Coaches should maintain consistent communication with young people even if they are now in work or education. Young people expressed that the ongoing communication with their coach made them feel supported and understood. It was comforting to have somebody they know they could confide in and go to for guidance when faced with new challenges or difficulties in the workplace or at college, especially navigating relationships with new people.

- *'The other day [at work] I was raging so I had to call someone to scream, so I called my coach and and screamed at him. He just took it all in and talked me down and after that I was calm.'*
- *'They [YP] expressed a crisis of confidence and motivation in their work. She's shared she doesn't know what her job is so she is feeling really unmotivated, is unsure what is expected of her and doesn't feel like she is achieving anything at work. They [YP] decided myself [coach], their manager and PA should have a meeting to discuss how best to support them [YP] at work. I helped them create and send their first outlook invite.'* (Coach)
- *'Doesn't want me talking directly to the tutor at college - just wants me to help them prep for conversations with their tutors'*

Coaches should still continue to incorporate DNA-V into solutions to challenges faced at work / college

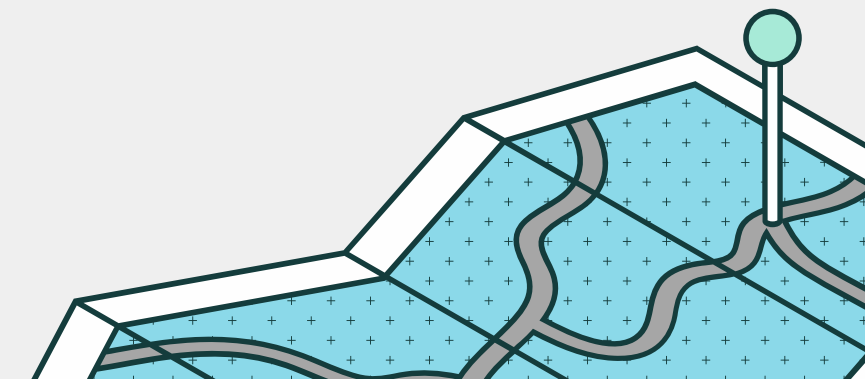
- *'She's struggling a little bit at college with one of her classes. She feels like the tutor talks too fast and she just doesn't get it. So we had a DNA-V session around that. The tutor was going too fast. That made her feel like she didn't understand and that made her feel stupid. That made her angry, that made her get into arguments with her tutor. Which in turn made her feel like college wasn't for her and that nobody cared about her. We were able to work through that to the point where she is ready to have a one to one and explain how she is feeling to the tutor and to ask for more support.'*
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# Ongoing Support



## Holistic Support should also be continued as well-being impacts their engagement with EET:

- A young person may have a wellbeing crisis or disclose a traumatic experience and require referral to other services
- *'A lot of safeguarding concerns have come up. She has been quite seriously financially exploited for a couple of years, but nobody has known about it. There have been safeguarding concerns before, she's been exploited by quite a lot of people in her life. But now there is quite a lot police and social services involvement with her situation and I'm currently in communication with lead workers who handle the assessment for adult social care'*
- They may require financial support
- *'There may have been a few times where we've had to give him emergency payments for electricity and foodbank vouchers'*
- Providing advice and resources that help the young person manage their new income effectively
- *'Budgeting. She's got the highest income she has ever had and is struggling to manage that. Burning through the pay packet quite quickly. She is in a really good financial position now. She wants to start thinking about how to budget more effectively. To start thinking about money as something to budget. The habit that she has built over the years of being on very minimal income is that everything that comes into your account you need to spend it immediately because you need it to meet basic needs. Whereas as now she has the kind of money she can make plans with and she's never had that experience before'*



# Key takeaways...

- A young person's EET journey does not end when they start college or a new job, and as a result ongoing support is an important way in which their EET based development can be sustained and continue to progress
- Ongoing support varies based on the needs and wants of the young person, and this result in some coaches being more heavily involved with the professionals at a young person's place of work or education.
- In addition it is vital that coaches continue the ongoing well-being support as young people will be encountering new challenges and may still be living chaotic lives

