



Look Again Think Again

A step-by-step model to develop a collaborative support programme for Young Carers in Irish Secondary Schools using School Care Team and Community Youth Work Groups

A Collaborative Model for Working with Young Carers

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Forward

Over a number of years conversations had taken place in Coláiste Eoin about a group of young students who were presenting with difficulties in the school. These students were sometimes disruptive, sometimes late for school, sometimes tired and exhausted and often bullied. We all knew however that behind each of these behaviours was a very decent and likeable child.

At some stage it became obvious to us that what these children had in common was that they were all young carers. They were dealing with siblings or parents who had either mild or severe caring needs. Having discovered this connection the behaviours that were displaying began to make sense to us. The question now became what to do for these children to make their lives as students in our school and their community easier. This formed the basis of the development of the Young Carers Project.

Other conversations that had occurred in Coláiste Eoin also made us aware that there were other organisations who were interested in supporting these children and the name Crosscare came to the fore constantly. Again the obvious thing for us to do was to join forces. And this we did.

From the beginning of the project we were determined to use the resources that we had in place to provide support to these students. We wanted to develop a model that was workable and sustainable and wouldn't require increased funding. In this context we brought together the knowledge and experience of Crosscare, the students, the staff, knowledge and experience of Coláiste Eoin and the organisational benefits of City of Dublin Vocational Education Committee (now City of Dublin Education and Training Board) who managed the City of Dublin Youth Services Board.

The experience of the project has been hugely beneficial to all but particularly to the young carers. We have given them recognition within the school and the community, we have recognised their contribution to their family, we have given them a space to discuss their concerns, we have provided them with opportunities to share their experiences with other young carers, we have adjusted our procedures to take account of their situation, we have provided a social outlet for them and we have shown that we value and care for them.

This could not have been achieved without the tremendous work and support of the staff in Crosscare, Coláiste Eoin, Margaret Aylward College, and City of Dublin Youth Services Board.

It is projects such as this which make us proud of the work we do to improve the lives of the young people we serve.

Stephen McCarthy
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Introduction

In 2009, research completed by NUI Galway “If I can make their life a little easier, then I’m happy”¹ brought attention to young carers in Ireland. The research highlighted the invisibility of young carers in society and the need for the development of dedicated young carer supports.

As a response to this, Crosscare Carer Support Programme, City of Dublin Education and Training Board (CDETb) and the Principal and School Care Team (SCT) of Coláiste Eoin Secondary School came together to look at developing a response to young carers in Coláiste Eoin. As a result of this process, youth workers from the City of Dublin Youth Services Board (CDYSB) were trained by Barnardos Young Carers Project in Northern Ireland and began running an in-school support programme for young carers in Coláiste Eoin and later in Margaret Aylward Community College. This is now known as the Young Carers Project.

The project was the first of its kind in Ireland, and demonstrated a replicable model in which Education and Youth Work sector collaboration brought positive changes to all parties involved. Most notably, the Young Carers Project has offered a space for students to be seen and recognised for the contribution they make to their families and communities.

There has been much interest in this model of supporting young carers. The details of the Young Carers Project have been presented at two national seminars, at an international seminar and at local level. However we wanted to share in a more comprehensive manner our process of collaborative partnership and the learning we experienced through developing a training manual.

The manual is called “Look Again Think Again” as one of the main learnings from our process was that many of the young people already engaged with the youth projects and clubs or school supports were young carers but were never recognised as young carers. We also learnt that many of our existing activities, processes and procedures could be used and adapted to support young carers and we did not have to set up new initiatives or work in different ways.

The manual is divided into two sections. Section 1: “Look Again Think Again” is the theoretical framework for the development of the model. It gives information about young carers in Ireland in general as well as more detail about the Young Carers Project.

Section 2: “Practical Steps for Collaborative Working with Young Carers” is a step-by-step breakdown of the collaborative working partnership model. Throughout the manual there are sections called “Working Group Experience” which are taken from the internal and published reports from the working group to illustrate more completely the details of the process. The tools that we developed are available in the appendices and a list of useful resources is available at the end of the manual.

This manual is based on our experience of supporting young carers in a secondary school setting. However, we hope that the process and learnings are general enough that they can be adapted by any agency who wishes to develop a young carer support response and that by sharing our experience, more dedicated young carer supports will be developed throughout Ireland.

¹ Study on Young Carers in the Irish Population Fives, A. et al (2009) Child and Family Research Centre National University of Ireland, Galway Commissioned by the Office of the Minister for Children and Youth Affairs

Section 1

Look Again Think Again

Introduction

This section is an overview of the theoretical framework that grounded the Young Carers Model. The section is brief, focusing on the information necessary to develop an overall understanding about young carers. There is a wealth of information available online and in the resources section at the end of the manual.

Part A includes a definition of young carers, the profile of young carers in Ireland as well as information on the impact of caring on young people and the need to develop support. It closes with information on the background, aims and impact of the Young Carers Project.

Part B reflects the process of the working group as we developed a deeper understanding of caring and the impact it had on the young people we were working with. It is designed to encourage you to reflect on your own practice. As you read this section you may find it helpful to hold that young people that you currently work with in mind.

Part A: Who are Young Carers?

Definition

Young carers are children and young people who look after someone in their family who has an illness, a disability or is affected by mental ill-health or substance misuse.

Young carers often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. The tasks and level of caring undertaken by young carers can vary according to the nature of the illness or disability, the level and frequency of need for care and the structure of the family as a whole.

Supporting Young Carers – A Resource for Schools. Chapter 1. Carers Trust UK (2010). Updated 2011.

In Ireland, 8,472 young carers aged between 5 and 19 were recorded during Census 2011². Half of these are aged under 14, with one third of these households headed by a lone parent.

From the Census 2011 reports, 1,494 young carers aged between 10 and 14 undertake up to 14 hours of unpaid help per week, 365 undertake more than 14 hours. 2,581 young carers aged between 15 and 19 undertake up to 14 hours of unpaid help per week, 987 undertake more than 14 hours.

Impact of caring on young people

The report by Fives et al (2009)³ corroborated the findings of international studies⁴ about the impact of caring on young people.

Positive impacts can be:

- Personal development such as coping skills, maturity and resilience
- Strong family bonds
- Development of skills e.g. budgeting, communicating with professionals

² www.cso.ie

³ A Study of Young Carers in the Irish Population; Fives, A. et al. (2009). Child and Family Research Centre, NUI Galway. Published by the Office for the Minister of Children and Youth Affairs.

⁴ See <http://www.saulbecker.co.uk/>; www.scei.org.uk/; www.sprc.unsw.edu.au

Negative impacts can be:

- Physical effects: sleep deprivation, back ache from manual handling, lifting heavy adults or siblings
- Education: more likely not to finish education or to be in training or employment than peers their age
- Social: less likely to have supportive peer relationships, less opportunities to engage in leisure activities or have a social life comparable to peers who are not young carers
- Emotional: higher levels of stress, anxiety, isolation, feelings of loneliness, not being understood, having no one to talk to. Often dealing with difficult home situations.

...research shows that at one end of this spectrum, caring can have a slight impact on a young carer's life, while at the other end of the spectrum, where care responsibilities are intensive, care giving can have a profoundly negative impact on a young carer's life, particularly with respect to education, employment and mental health.⁵

Without appropriate support for young carers, there can be long term effects on their transition to adulthood⁶, for example

- Not receiving support to meet their best educational achievement could result in being an early school leaver, in low paid employment or becoming the main carer in home on social welfare payments.
- Not receiving support to engage in social opportunities and to develop peer relationships could result in difficulty in establishing relationships in adulthood.
- Not experiencing the same life chances as peers could result in poor transition to adulthood.

Background to the model

International research has shown the value of dedicated young carer services.

The research consistently reports positive feedback from young carers about Young Carers Projects. This was the only setting where many young carers considered their problems and experiences to be valued, understood and recognised. They prefer support that is non- intrusive and provided by individuals and organisations other than statutory services.⁷

The “Look Again, Think Again” model for working with young carers is the result of a collaborative project between Crosscare Carer Support Programme (CSP), the City of Dublin Education and Training Board (CDET⁸B), two CDET⁸B schools and City of Dublin Youth Services Board. It was the first project of its kind in Ireland and was a cost-neutral venture as the partner organisations shared knowledge and resources⁹.

This project was initially run in Coláiste Eoin in Finglas in 2010, with youth workers provided by the CDYSB through the CDET⁸B. The project was rolled out to a second school, Margaret Aylward in Whitehall in 2011. In 2013, the youth workers established a link with a local youth project and began a weekly evening drop in service in the community. The project underwent an outcome evaluation in 2013.

Aim of the Young Carers Project

The initial aim of the Young Carers Project was that

Young Carers would be better supported within the education system.

This aim was revised following the evaluation to

Young carers are better supported within the education system and within the community.

⁵ https://www.sprc.unsw.edu.au/media/SPRCFile/26_Social_Policy_Research_Paper_38.pdf

⁶ <http://www.scie.org.uk/publications/briefings/files/briefing11.pdf>

⁷ *ibid*

⁸ The CDET⁸B is the City of Dublin Education Training Board was formally known as the CDVEC

⁹ For more information on the development of the project see Young Carers Pilot Project Report by Rosemary Daynes, 2011. Available on request

The project purpose is to allow young carers time out from their caring responsibilities, to have quality time for themselves and to link with other young people with similar life circumstances.

The objectives for the project are:

- To allow young carers the space to identify their needs
- To provide an opportunity for peer support
- To engage young carers in decision making
- To offer the opportunity to participate in new activities

Impact of the project

We conducted an outcome evaluation of the Young Carers Project in summer 2013. This evaluation looked at three areas:

1. Changes in the young carer's experience of school
2. Changes in the young carer's social and personal world
3. Changes in overall awareness of young carers in a wider context.

Overall, this evaluation showed that many of the expected outcomes of the Young Carers Project had been achieved. There was a good level of awareness among staff and students in both schools about young carers. However the evaluation has highlighted that more awareness-raising about the project in the school itself is needed. Timetabling issues also need to be considered in the future.

Self-reports from the young carers themselves demonstrated individual improvements in their school experience, interaction with peers, and recognition of being a young carer.

Working Group Experience

One young carer reported improvement in a number of areas, including having breakfast, concentrating in class, feeling less worried about person at home, missing school less, getting into trouble less and having more friends.

Another young carer reported being better able to talk about caring, improvement in attending class and having more friends. This young person also reported a reduction in bullying towards them.

Another young carer reported improvement in feeling less angry, feeling less tired, being on time and having their uniform for school.

Young Carer Project Evaluation (2013, 2)

Part B: Young Carers and Your Practice

Are you supporting young carers at the moment?

Many of you can answer “Yes” to this question.

Young carers are ordinary young people, who attend school, go to youth clubs, play sports, enjoy hanging out with their friends and having fun. However, young carers also have responsibilities within their families that exceed those normally expected of a child their age. These responsibilities directly stem from living in a family situation with a parent, sibling or another relative who requires care.

Responsibilities can include

- Personal care e.g. washing, dressing, feeding
- Emotional support e.g. dealing with mood swings
- Physical care e.g. giving medication, lifting
- Practical care: cooking, cleaning, washing clothes
- Financial care e.g. managing family budget
- Organisational care e.g. making appointments
- Childcare

Hidden Young Carers

It is not always obvious if a young person is a young carer. You may have an awareness about young people who have a family member with a disability, mental health issue or substance abuse problem. However, often people are not aware that a young person is a young carer. Young carers are not easy to identify and many will actively try to conceal their caring role¹².

Why?

They may

- Be afraid to talk about the home situation for fear that social services may become involved and the family will be split up.
- Want to keep the disability/illness/addiction secret
- Feel embarrassed about the person they are caring for
- Not realise that they are carers or that life is different to that of their peers
- Believe that your service will show no interest in their family circumstances
- See school/youth club as a haven where they can get away from their home circumstances
- Not have an opportunity to share their story
- Worry about being bullied

¹² Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff. (2013) Princess Trust for Carers
www.professionals.carers.org

Indicators of Young Carers

To help you identify if a young person is a young carer, you can use a list of indicators such as the list below.¹³

Do these look familiar?

Do you know a young person who is

- often late or missing days or weeks off school for no reason?
- often tired, anxious or withdrawn?
- having problems socially or with making friends?
- conversely, do they get on well with adults and present themselves as mature for their age?
- a victim of bullying? This is sometimes explicitly linked to a family member
- depressed?
- finding it difficult to concentrate on their work?
- having difficulty in joining in extra-curricular activities or is unable to attend school trips?
- isolated because of their family situation or because they lack social skills with their peers (and yet they are confident with adults?)
- not handing in homework/coursework on time, or completing it late and to a low standard?
- anxious or concerned about an ill or disabled relative?
- displaying behavioural problems?
- having physical problems such as back pain (perhaps from heavy lifting)?
- secretive about home life?
- showing signs of neglect or poor diet?

There may be many reasons why a young person may fall under the indicators. However, answering yes to the all or some of the above may indicate that the young person is a young carer.

Once you have identified young people who may be young carers, you can look at putting in place the most appropriate response your service can provide. Section 2 looks at the practical steps necessary for developing a support service.

¹³ Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff. (2013) Princess Trust for Carers
www.professionals.carers.org

Section 2

Practical Steps for Collaborative Working with Young Carers

Introduction

The previous section was designed to help you look and think again about the young people that you are working with to understand if they may be young carers. This section is focused on practical responses that you can make to develop a support service. It is hoped that this will help to break down some of the apprehensions that can precede the development of a new support service.

Part A is designed to encourage you to focus on the support work you are currently engaging in as an individual or as part of a school or youth project.

Part B focuses on the collaborative model developed from our Young Carers Project. It provides a detailed step-by-step breakdown of how to develop a collaborative working partnership between secondary schools and youth work services.

Part A: Developing a Support Service for Young Carers

Do you

- Offer an open space for young people to approach you or other workers?
- Offer a space where young people can talk and you listen?
- Work with young people to support their development to reach their best potential?
- Communicate with young people with respect, empathy and compassion?
- See each young person as an individual in their own right, and value them as they are now?
- Understand that every young person will make mistakes and encourage positive change in difficult behaviours?

If you can answer “Yes” to the above, then you are already working in a positive way to develop a supportive and caring environment for young carers. To establish a young carer support response, you may find that you do not need to make large changes to your current work practices but rather adapt or amend existing practice.

There may be changes that you can make in your practice that are small at an individual level or larger at an organisational level. For example, you may add a question on referral forms about caring responsibilities at home, hold an awareness raising session with colleagues about young carers, or develop a policy around supporting young carers in your organisation.

It is important to remember that you may already be providing ongoing support for hidden young carers. However, research from the UK and results from the evaluation of this project have shown the importance that young carers place on being named and becoming visible.

Working Group Experience

“I’ve noticed pride in the fact that they can call themselves ‘young carers’, receiving recognition for the first time.”

“Seem happier, proud of being a ‘carer’”.

“More confidence so they are not so afraid to express themselves obviously being heard now, noticed less anxiety.”

Young Carers Project Evaluation Teacher Responses 2013

Young Carers in School

There is significant research that highlights the link between being a young carer and the negative impact this can have on educational achievement.¹⁴

Young carers spend the majority of their time at home and at school. The research also highlighted where the school can provide appropriate and sensitive support to young carers, their educational achievement and positive experience of school has increased.¹⁵

Without Support School can be

- Another pressure
- Getting bullied
- Feeling misunderstood
- Acting out stress/frustration
- Getting in trouble

With support School can be

- A break from caring
- Time with friends
- Feeling normal
- Having fun
- Enjoying learning

There are many ways that school policies and staff can work to support young carers.¹⁶

What young carers say they want:

- Someone we can talk to who understands about young carers and will listen to them
- Teachers to be understanding and flexible if we have issues with our homework and support us.
- Other students to understand.
- Support when we are bullied.
- Access to our phones in case anything is wrong at home.
- A support group with other young carers, mentoring or counselling.
- Not to be labelled or seen as a troublemaker.

Young Carers in the Community

Young carers are also young people in their communities. Many play an active, positive role in their communities and engage in sports clubs, work and other recreation activities.

However young carers are more likely to be Not in Education, Employment or Training (NEET) than their peers¹⁷. They also can feel isolated and lonely due to not having enough time for friends, sports and social activities.¹⁸ Even when they are linked with youth clubs and other community supports, they can feel different as their responsibilities and work load is often much greater than their peers.¹⁹

Community youth work groups are established in almost all communities in Ireland. They have the infrastructure, experience, core training, commitment and expertise in supporting young people.²⁰ They also have the personnel to develop positive and impactful relationships with young people. The trust relationships that develop are often very different to those young people form with other adults in their lives.

Youth work and youth clubs have a vital role in offering support to young carers. Youth projects and clubs provide safe and flexible environments which work in a holistic manner to meet the individual needs of young people²¹. When youth workers are assessing the areas of support a young person may need, they can assess if the young person has caring responsibilities, the impact of these and what the young person feels would best support them.

¹⁴ See for example: <http://www.youngadultcarers.eu/docs/UPBEETResearchReport.pdf>; Deardon, C. & Becker, S. (2002) Young Carers and Education. London. Carers UK; Moore, T. (2005) Young Carers and Education: Identifying the barriers to satisfactory education for young carers. Youth Studies Australia (24, 4) pp. 50-55.

¹⁵ Evaluation Report for 'Reaching Out to Young Carers and BME Carer in Basingstoke and Deane. Available at www.youngcarers.ie

¹⁶ Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff. (2013) Princess Trust for Carers www.professionals.carers.org

¹⁷ Access All Areas-a Diversity Toolkit for the Youth Work Sector, Chapter 12. NYCI and Youthnet 2013

¹⁸ A study of Young Carers in the Irish Population, Executive Summary. Child and Family Research Centre, 2009

¹⁹ *ibid*

²⁰ Access All Areas-a Diversity Toolkit for the Youth Work Sector, Chapter 12. NYCI and Youthnet 2013

²¹ *ibid*

The Strength of Working Together

As professional individuals and as organisations, working together with each other is often vital to our success. In our everyday work, we collaborate in simple ways, from a quick call to have a chat with someone in another agency to referring someone to an appropriate service. This model is based on the development of positive working relationships between school care teams and youth workers.

As with all collaborative initiatives, there were times where we were challenged by each other, were fearful of what new work may mean for our current work, and experienced setbacks and disappointment. However, all partners felt that there was great strength in coming together to support young carers in this way. This model allows each partner the opportunity to support young carers using their existing resources, skills and mechanisms. For example,

- The school care team use their experience to identify young carers who are then referred to the youth workers.

Working Group Experience

“The school have put a question on their enrolment forms about having caring responsibilities so there is an awareness from the start. The school care team refer to us. They know who to refer because they know who is most in need.”

Youth Worker Feedback 2013

- Youth workers are enabled to work in the schools during school hours, which allow them to capture young carers who were not free after school due to their caring responsibilities.

Working Group Experience

“The project has worked really well in the school. We originally tried to run this over a summer and that didn’t work. The young carers have time in school to come and meet us. They don’t have time after school.”

Youth Worker Feedback 2013

- Good formal and informal communication channels between youth workers and school staff allowed the sharing of information and development of individual supports for young carers as needed.

Working Group Experience

“The youth workers are in a position where they can get information that they may need to give to the school counsellor and this can work positively for the students. For students that are self-harming, they are another supportive role - they are part of a wide team supporting the student. By liaising with the HSCL or school counsellor students are better protected and cared for.”

School Principal Feedback 2013

- The youth workers call to the homes of young carers to get parental consent to work with the children. This supports a positive relationship between the parents and the youth workers and the parents and the school.

Working Group Experience

“The really good part of the service is that the students have a holiday / out of school support periodically. This is a positive support from outside – the family sees a service that is not critical of them...Also because the youth workers come to the family through the school they get quicker access. Families generally trust schools. So this project should help break some of these fears of 'social services'.”

School Principal Feedback 2013

PART B:

Developing a Collaborative Partnership between Schools and Youth Projects

Currently, in Ireland, there are few dedicated and specialised supports for young carers. Therefore, any change to your work practice or as an individual or as an organisation to raise awareness about and to include young carers is important.

The purpose of developing this manual is to encourage the development of collaborative working partnerships, particularly between schools and local youth work projects. These two sectors of society have a primary focus on working with young people and supporting each young person's development to the fullest of their own potential. By working in tandem, young carers are offered a holistic support network with a view to increasing their positive experience of school, reaching the best of their potential in school and as members of the community and supporting their transition to adulthood.

The next part of this section is a breakdown of the process we engaged in to develop our Young Carers Project. This process involved four steps:

Step1: Pre-engagement planning and preparation work

Step 2: Deciding how to engage with young carers

Step3: Development of support

Step 4: Review and data analysis

Each step is explained in detail and illustrated with notes from the Working Group Experience. The diagram on page 33 is a summary of the Young Carers Project Model.

As you read this section, you may find it helpful to look at what resources, skills and mechanisms are already available to you and what areas of strength and skills a collaborative partner can bring.

Step 1: Pre-engagement planning and preparation work

Decide

The first step you need to take is to decide to develop young carers support. You can look to do this firstly in your own service. You can also look for opportunities to work in collaboration with other agencies.

Reflect

Take some time to reflect on your own service and what supports you currently offer to young carers, directly or indirectly. Are there ways you can adapt your current work? Do you need to set up a completely new response? What resources are you going to need e.g. funding, transport, facilities etc.? Who is going to be the lead? How will you raise awareness with your colleagues? How are you going to manage resistance if it arises around developing supports?

Working Group Experience

One of the key challenges identified in establishing a new project was the need to work within the current resources of all the partners. Therefore, the working group took on the model of resource sharing, using the skills and experience of the working group team to advance the project.

This was demonstrated by:

- **Crosscare CSP**
- Skills building with staff on young carer issues and resource for carer specific information
- Development of resource tools: survey, script, information leaflets, etc.
- 1:1 meetings with identified young carers to complete survey and follow up meetings
- Co-ordination of awareness raising day
- Documented process of pilot project and completed report

- **Coláiste Eoin**
- Using the existing in-school care team; home school liaison, educational support worker, guidance counsellors
- School care team identified young carers in school and liaised with parents/guardians, set meeting times with students
- Promotion of young carer awareness day, completion of feedback forms
- Following survey results, young carers were enabled to link in with school supports on educational issues affected by their caring role

- **CDVEC**
- Bringing on board other CDVEC services such as CDYSB
- 6 week summer programme developed for June-July 2011
- Ongoing work following summer 2011

Pilot Project Report (2011; 8)

Approach

Often we can be unsure about approaching another agency. But as stated above, research has shown that young carers need support in all areas of their lives. The more that agencies work together, the better the support network developed for the young carer.

Figure out who is the key person to approach about developing a young carer support in your service. Who would be a good partner if you decide to consider a collaborative project? Who are your current contacts? Where are your good relationships?

Check out:

Schools can approach youth projects to see if there is a community young carer support group and how to refer students to this project. Youth workers can approach schools to see what supports they offer young carers. These discussions may be an opportunity to raise awareness about young carers as well as to explore ways of working together.

Working Group Experience

In 2010, the CSP began to consult with other agencies working with young people to discuss the findings of this research and identify ways to respond to these young people.

During the course of Care Team meetings and other meetings in Coláiste Eoin, the Principal, Deputy Principal and members of staff became increasingly aware of the existence of a number of students who were young carers.

These students came to the attention of staff for a variety of reasons and it was felt in the school that the needs of these particular students needed to be addressed in a more fundamental and comprehensive way.

Through informal discussions and contact with CSP staff a mutual concern was highlighted and both the school and CSP decided to work together to address the needs of these young carers.

A working group was formed to explore the possibilities of addressing the needs of young carers in Coláiste Eoin.

Pilot Project Report (2011; 7)

The table below draws out some questions to ask and practical considerations for establishing a good working relationship between partners. It is recommended that this process be completed before beginning any front-line work with young carers.

What is needed	Questions to ask	Process Recommendations
Buy-in from management and school care team Buy in from youth work service	How are we supporting young carers at the moment? What can we change/develop?	Review of current policies and practices
Clear concept of young carers and impact of caring on all areas of young person's life Agree parameters for a young carers project and who would be included	If I was a young carer, what would I need?	Use indicators of a young carer Develop list of possible support options Definition of young carer and referral criteria.
Commitment to supports	What supports are we able to deliver? What supports can we collaborate on?	Use current in-school supports for individual needs Use youth work processes/activities for in school group
Communication Processes	How are we going to communicate with each other? How often will we meet? Who will chair meetings/take notes etc. What will we discuss?	Recommend quarterly meetings Divide responsibilities between school & youth work staff Short report on young carers group Individual issues brought to school care team Areas of need highlighted Agree plan for next quarter
Data Recording	How are we going to record development? How are we going to monitor and review process? How are we going to assess outcomes? Are there issues that may arise in terms of confidentiality? How will these be managed?	Minutes from quarterly meetings? Need to gather baseline data Use assessment survey Need to set annual review

Step 2: Deciding how to engage with young carers

Careful consideration needs to be given to how you are going to begin working with young carers.

It is vital to involve the young carers as much as you can in the process. This way you can ask them what they would like and look to develop supports that they actually wish for. We did this through one-to-one meetings with a number of young carers identified by the school care team and responding to the feedback they gave.

This process also generated baseline data against which the project was evaluated in 2013.

Working Group Experience

A key component of the pilot project was to understand what life is like for young carers in school and outside school. It was felt to be very important to allow young carers the opportunity to tell their stories and identify what would support them. To do this, the working group developed a survey, consent forms and confidentiality agreement

As young carers are caring for someone in the home, concerns were raised about how best to approach parents/guardians on what can be very sensitive issues. We consulted with existing young carer projects in Scotland and Northern Ireland, to learn from their experiences, and constructed a carefully worded “script” which was used to discuss the project with parents/guardians.

We received parental/guardian permission to meet with seven young carers on a 1:1 basis. The meetings were designed as open spaces, to enable the young carers to discuss their role if they wished. A survey tool was used as a means of engaging the young carers in conversation as well as to gather data to build a picture of the profile of young carers and the impact of caring on the student. Confidentiality and the use of the data collected were explained to the students at the outset of each meeting.

Pilot Project Report (2011; 11)

From the survey, the majority of young carers who participated indicated that they would like a class on young carers. In response to this we ran a Young Carer Awareness Raising Day. The format of this day forms the basis for awareness raising classes the youth workers run at the beginning of the new school year with new students. It can also be run as an awareness-raising session with staff.

Working Group Experience

Breakdown of awareness-raising session

- Introduction by youth workers
- Check how many students/staff know what a young carer is
- Show video about young carers – there are many available online
- Pose questions to the class about what they saw in the video
- Give information about supports available in school and how to get in touch
- Give information about supports available in community and how to get in touch

The table below summarises the steps taken to begin engagement with young carers.

Questions to ask	Process Recommendations	Who's Responsible
How are we going to identify young carers?	Use indicators and definition	Working Group
How are we going to approach their families?	Use "script" for explaining project/young carers etc.	SCT
	Use existing school/youth work consent forms	SCT
	Home visits for signing consent forms	Youth Workers
How can we let students know how to self-identify?	Awareness raising sessions (e.g. in SPHE or school assemblies)	Youth Workers
	Posters on notice boards and in classrooms	SCT/Youth Workers
How are we going to assess their needs?	Use assessment survey	SCT/Youth Workers

It is important to assess the impact caring has on young people. This can help to in planning your support service. As part of our process, we designed a survey and used a tool called MACA-YC18²². More information is available on both the survey and the MACA-YC18 in Step 4.

Working Group Experience

F: The Caring Jobs I Do

This section used the tool MACA-YC18 to assess the level of caring responsibility.

Five of the young carers have moderate responsibilities, the sixth has high responsibilities. In breaking down results by section, the highest area of responsibility fell under emotional care, with all young carers providing moderate to high levels of emotional support. The next highest scores fell under domestic and household management, with all young carers having some to high levels of responsibility for tasks such as cleaning and shopping.

Young Carer Project Evaluation (2013: 3)

Learning

A number of points of learning have emerged through the process of working with the young carers and through the evaluation in 2013.

- Follow through is vital: be cautious about approaching young carers unless you are able to offer some supports
- Be aware of timetabling group/one-to-one support so young carer doesn't miss out on core coursework
- Offer space over lunch breaks
- Students who recognise themselves as young carers can get emotional during awareness raising sessions. This presents a need to have an option of one-to-one support in place on the day
- Provide information for young carers on how to they can make themselves known as young carers e.g. on school notice boards, webpage etc.
- There is a need to run awareness-raising sessions each year to capture new students and keep awareness high about the young carer project.

²² Joseph, S., Becker, F. and Becker, S. (2009) Manual for Measures of Caring Activities and Outcomes for Children and Young People. London: The Princess Royal Trust for Carers.

Step 3: Development of Support

There are many ways to work with young carers. Through the course of this project, the young carers have engaged in one-to-one support, group work and drop-in both in the school environment and in a local youth work club.

Working Group Experience

Many of the young carers who participated in the survey responded positively to having a space where they could go to get information and meet other young carers and do activities.

A follow up meeting was held with participants of the survey to say thanks for their participation and let them know the outcome and future plans within the school and the community. The youth worker came to this meeting and with the group planned the follow up during the summer months.

Pilot Project Report (2011; 16)

Trust-building

Relationship building and trust between workers and young people is a slow process. To help achieve this, workers need to meet regularly with the young carers and engage in a number of activities.

Some of these activities can focus on having fun while others may have a personal development aspect, building confidence and self-esteem. It is important to provide a safe, comfortable environment where young carers are encouraged to identify their own needs and supports that they require.

Working Group Experience

Drop-In

Youth Workers were available each Tuesday morning in the school from 10am until 1pm. There was an open-door policy for young people where they could drop in to ask questions or to get information on the programme.

One-To-One

As the take up on the drop-in space was quite low, the Youth Workers used the Tuesday morning slot to meet with young people on a one-to-one basis. The majority of these young people were referrals from the Care Team. Throughout the year there were five young people who met workers on a regular basis, each given a forty minute slot. Youth Workers used Art as a medium for their work during these sessions.

Young Carers Group Report 2011 (Internal Document)

Group Work Options

There are some specialised programmes around specific topics, such as substance abuse and mental health²³. It may be appropriate to run one of these programmes with the young carers group.

Working Group Experience

The programme for [the] group is split into two sections; firstly they are looking at the effects of alcohol and drugs on families using workbooks designed for this, which allow the young people to talk more in depth about their issues and their feelings around it. The second part is arts and crafts, which allows for a more relaxed ending to the session.

Young Carers Programme Work Update Nov 2012-Feb 2013 (Internal Document)

In order for trust to be maintained, young carers need to see follow through on actions they have identified they need. Therefore it is vital that you have explored what supports you can and cannot offer before beginning to work with the young carers. As with all work with young people and vulnerable clients, appropriate boundaries between worker and young person need to be established and maintained.

Working Group Experience

The young people continue to be comfortable with the youth workers and there is a noticeable change in their engagement. They are making a lot more eye contact and are very open in talking about their issues. Workers have found that the relationships with the young people has formed much quicker than usual – this may be due to the fact that it is the first time someone has taken the time to find out about them as young people living in the situation they are living in, with the focus on them and not on the person they are caring for.

Young Carers Programme Work Update Nov 2012-Feb 2013 (Internal Document)

Group Formation

Trust also needs to be developed between group members. Some students may not know each other and some students may have poor relationships with each other. Some things to think about and to discuss with the young carers are:

- Will the group be mixed gender/mixed age groups?
- Will it be a group for all young carers or for young carers caring for a specific condition
- How often will they meet?
- When and where?
- If they are going to the group during school time, how is this arranged?
- If meeting after school time or in local youth project, are there other considerations? E.g. transport to and from venue, organising other care for family member

²³ Cooklin, A., et al (2012) The Kidstime Workshops: A multi-family social intervention for the effects of parental mental illness. London. CAMHS Publications; <http://www.copmi.net.au> have a range of tools for professionals and parents; The Children's Society Include Programme http://www.youngcarer.com/sites/default/files/substance_misusing_booklet_2011_3rd.pdf

Working Group Experience

Use of mini-bus is a vital part of drop-in and out of school services. Young carers make their own way to drop in and [youth workers] drop them home. This provides safety for the young carers and reassurance for their parents/guardians. It also allowed for outings during school holidays.

Young Carers Programme Work Update February 2013 (Internal document)

There may be the opportunity to mix young carer groups from different schools or communities. This can help to bond the group by enjoying a shared social experience. This can also allow young carers the chance to meet other young carers as well as providing them with opportunities to travel outside their own local area.

Working Group Experience

When workers were planning trips, it was agreed that it would be a good idea to mix both schools as this would create a great opportunity for young carers to meet other young carers from different areas and different schools....The session went very well, everyone got on and the young people asked each other many questions...They are getting on with each other and have open conversations around issues they have on a day-to-day basis.

Young Carers Programme Work Update Nov 2012-Feb 2013 (Internal document)

Communication between Partners

Informal and formal communication between the youth workers and school care team staff has enabled better understanding about a young person's home situation and how this may be affecting their school life. It also helps to highlight issues that may be arising and to develop appropriate individual supports for students as they need them.

Step 4: Review and Data Analysis

Good quality data collection is a fundamental aspect of ongoing monitoring and evaluation of projects. In the case of the Young Carers Project, the data collection forms have changed and evolved over the three years of the programme. Sample forms are available in Appendix 2.

There are a number of opportunities to collect data that will help to understand the needs of the young carer better such as at first contact with or referral to the Young Carers Project and at the end of the school year to see what changes, if any, have occurred. There is an option to do a mid-year review as well using the same forms. If a young carer decides to leave the project the forms can be completed with them if they wish to give feedback about the project.

Based on our own experience, it is recommended that the youth workers and school care team meet twice a term to have a strong communication process around the supports needed for each young carer.

The forms in Appendix 2 are divided into two packs. The first is for the school care team. When approaching a school, these could be included with an introductory letter, to help the school care team understand the communication process.

1. **PROFILE FORM:** This form allows for background information to be collected, such as the age of the young carer, who they are caring for and how long. This data can be anonymous and used to develop general statistics about young carers in particular schools or particular communities. This form only needs to be completed at the first meeting each year with the young person or if their caring circumstances change.
2. **INDIVIDUAL REVIEW FORM:** This form is divided into two sections. Part A is for the school care team/school lead to fill in at each review meeting, and will show the changes (if any) of attending the YCP for the young carer. Part B is for the youth workers to fill in.
3. **ANNUAL SCHOOL EVALUATION FORM:** This form is to assess the level of awareness about young carers in school. The questionnaire can be completed at the start and end of each year, or just once a year. It is hoped, that through a programme of awareness raising, all students would become aware about young carers and supports available to them.
4. **INITIAL ASSESSMENT/OUTCOME ASSESSMENT FORM:** This form can be completed at the start and end of each school year. In the case of a youth or community group, the form could be completed every six months if programme work is ongoing throughout the year.

The form allows young carers to rate five areas impacted by caring. These are Home, School, Social/Hobbies, Relationships and Personal/Self. This is done by choosing a score under each area from 1 to 8. 1 is a low score and 8 is a high score.

The form is accompanied by a Description of Indicators for each area. It is recommended that these indicators are not shown to the young person. Rather, the person helping the young person to complete the forms would know the indicators and discuss with the young person what each score may mean and help the young person to come to a score based on their own intuition and understanding of themselves. However, if the young person would like to use the indicators, they are free to do so.

It is important to reassure the young person that there is no right or wrong answer as well as affirming that their answers may change depending on how they are feeling on a particular day or at a particular time. Their score may be different and go up or down the scale at each check-in. It may be helpful to describe this exercise as taking a snapshot in time as to how they are feeling, and that it will change depending on circumstances.

This tool has been designed to be flexible and can offer the young person a chance to reflect on how things are for them and to develop an insight into challenges or positive circumstances that they may be currently experiencing.

By collating the scores of all the respondents, the tool also offers the project an opportunity to reflect on the service and understand what work is going well together with highlighting areas that may need change or development.

5. **THE MACA-YC18 FORM:** This form is taken from a toolkit called Manual for Measure of Caring Activities and Outcomes of Children and Young People by Stephen Joseph, Fiona Becker and Saul Becker²⁴. This is a standardised tool that looks at the caring responsibilities a young carer has at home. The young person answers each question that is relevant to their caring situation by ticking the relevant box. Each box is awarded a point and the score is then added together to give an overall total. The tool and instructions are available at https://search3.openobjects.com/mediamanager/manchester/fsd/files/young_carers_multidimensional_assessment_caring_activities.pdf

Again, completing this tool offers both the young person and the support services an opportunity to develop more understanding about each young person's caring responsibilities and to discuss what their needs are and what supports may be appropriate.

There are many other tools and manuals for monitoring, evaluating and measuring impact of young carer supports. Some of these are listed in the Resources section.

²⁴ Joseph, S., Becker, F. and Becker, S. (2009) Manual for Measures of Caring Activities and Outcomes for Children and Young People. London: The Princess Royal Trust for Carers.

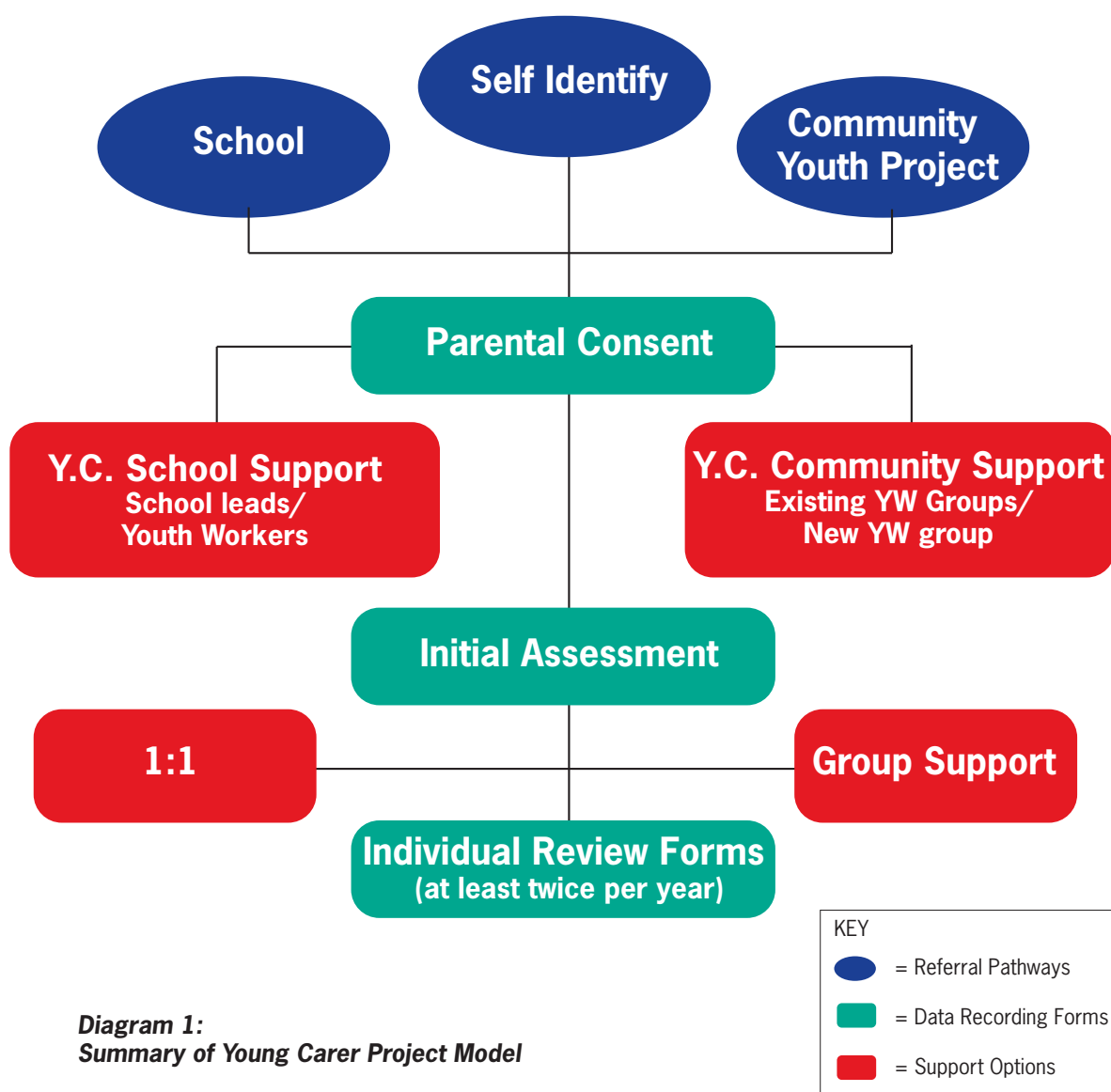


Diagram 1:
Summary of Young Carer Project Model

Conclusion

Young carers are children in our schools and communities who are often vulnerable and in need of support. Often these children are hidden, that is, schools and youth work services may be supporting these children without being aware that they are young carers.

Research has consistently shown that young carers as a group may be at risk of early school leaving, bullying, isolation and loneliness. As professionals who work with children we have a duty of care to develop and respond to the needs of all young people entrusted to our services.

These responses can be as simple as asking a young person what they need, allowing them to have a phone on if their loved one is ill or allowing the young person to call themselves a carer. The responses can be built upon existing support services and practices already present in schools and youth projects.

This manual focuses on the development and implementation of a collaborative model of supporting young carers. It advocates for schools and youth work services to work together to support young carers.

Through the development of in-school supports linked to community youth work projects, young carers can be offered a greater scope of support and the opportunity to engage with supports at a level that they feel comfortable with. A key benefit of this approach is that it utilises the existing support structures, experience and skills of the school care team and youth workers.

We hope that this manual will provide a starting point for all those who are working with young people to look and think again about those in their care and to explore how your service can develop supports for young carers.

**Appendix 1:
Working Group Resources**

Working Definition of Young Carer

**“Script” for Approaching
Parents/Guardians about Young
Carers Project**

Working Definition of Young Carers November 2010

The team in NUI Galway used this working definition for their research

Study of Young Carers in the Irish Population (2010).

“A young carer is a child or young person under 18 years whose life is affected in a significant way by the need to provide care for a family or household member who has an illness, disability, addiction or other care requirement.

This may include a child or young person who provides direct personal care or who takes on a supportive role for the main carer.

A young carer may carry out domestic tasks or may provide general, intimate or emotional care. These needs may arise on a regular or on an occasional basis. There is therefore a continuum of caring and as a result the service requirements of young carers will vary.

It is important to differentiate between a level of caring that has largely positive consequences and a level of physical or emotional caring that impair the child’s health, development or welfare²⁵”.

To summarise the main points of the definition, young carers are

- Aged under 18
- Caring full-time or part-time for a member of their family
- Caring is a result of a physical medical condition, physical or intellectual disability, addiction or another care requirement. Although this definition does not overtly state this, we would propose to include mental health condition in our definition.
- Caring responsibilities and duties are varied and may be done as primary caring (having direct responsibility) or secondary caring (providing a supportive role to the primary carer)
- Caring responsibilities and duties go beyond the normal responsibilities of a child their age
- Consideration needs to be given to both the positive and negative effects on the young person in terms of their physical, mental, and emotion health, their development and quality of life.

²⁵The National Children’s Strategy Research Series, Study of Young Carers in the Irish Population, Executive Summary, (2010) p2

“Script” for Approaching Parents about Young Carers Project November 2010

Introduction

I am contacting you to let you know about a new project that Coláiste Eoin is involved in for supporting students with their education.

This project may not apply to everyone, but we are letting parents know about it so that you are kept up to date about all the different initiatives in the school. If you feel that this project may be of support to (child’s name) now or in the future, you can let us know.

The project is about young carers. Have you heard about young carers before? Yes – affirm positive knowledge
No – that’s not surprising as very few people have.

The project we are doing is the first of its kind in Ireland. That is because it is only recently that awareness has grown that there are young carers in Ireland. I’ll give you a bit of background about the project.

Background

I’ll tell you a bit about the project first and then about young carers.

This project is a collaboration between the school, the VEC and an organisation called Crosscare. Crosscare are a charity based in Dublin and their Carer Support Programme has been working with adult carers for over 15 years. They have a group for adults here in Finglas.

We began working on this project back in April, after a piece of research was published about young carers in Ireland by NUI Galway. The research showed that although there are young carers in Ireland, at the moment there are no specific supports for them and so we all came together to see what we could come up with.

You’re probably wondering who young carers are? They are students aged under 18, who are looking after or helping to look after a family member. The care they are providing is more than would usually be expected of someone their age and can take many forms.

For example, some young carers in the research help with bathing and dressing the family member; others had to go home after school every day and cook and clean and look after their brothers and sisters because their mum or dad was looking after the family member.

The care is also more than childminding or helping out around the home because mum or dad are out at work. There is usually a medical reason why the young person is involved in care.

For example, one young carer helped his mum with his brother and sister who both have a disability. His brother has autism and will only let him or his mum put him to bed and this could take a long time. Sometimes the brother would act out and the young carer would have to deal with that. His sister is in a wheelchair so he would help with getting her in and out of the bath, helping her with her dinner and also just spending time with her bringing her out to give his mum a break.

Another example is a girl whose mum had severe depression, so this girl would sit for hours with her mum talking to her, trying to keep her spirits up when she was down, making sure she took her medication, accompanying her to doctors appointments.

There’s no right or wrong about being a young carer, and in the research they found that the young carers they spoke with all found many positives in it, like being closer to their family, feeling good about helping out and being more mature and more aware of responsibility.

However one of the things that came out of the report was that sometimes, young carers can have more difficulty in school, and that's one of the reasons why we are looking at starting a project. Difficulty can mean things like concentrating in class as they might be worried about the person at home, or falling behind in their homework because they don't have time to do it.

In the UK, where they have lots of young carer projects, they found that having something in school for young carers really helps them with their education, with more of them completing all their homework, sitting their exams and going on to third level if that's what they want. It can also help if they need someone to talk to about their work as well for them to know that teachers are aware that they are a young carer.

So what are we doing?

Project

The project we are doing is divided into 2 parts

- (a) One-to-one meeting with (child) to fill in a survey. This survey mainly focuses on how X is getting on in school, and are there ways that we might be able to develop that would help X with his/her schoolwork. The survey also asks a bit about the state support, such as public health nurses, home help. This won't be passed onto the HSE but will help us understand more about the amount of state support out there. This is especially important after the budget to see how people are really being affected by any cutbacks. You can see a copy of the survey if you like.
- (b) Next step: The details from the survey will be kept confidential, but the findings will be put together so that we can see what all the young carers are saying that they would like happen for them. Then we will try to put some this in place. We hope that the project will be an extra level of support for students in our school.

Examples could be:

- a lunchtime club once a week for young carers only to have a chance to get together and talk with other young carers
- information talks such as about HSE services or about young carer projects in different countries.

Next Steps

It's a lot of information to take in so I'll leave you to have a think about it and maybe give you a call next week or you can call me in the meantime if you want to.

Here is a flyer with the information about the project and also an information leaflet about Crosscare.

You will obviously have to give consent for X to take part in the project and we have this consent form if you want to go ahead with it.

Thanks.

Appendix 2: Data Collection Tools

School Pack

Form 1: Young Carer Profile (To be completed by School Care Team)

Form 2: Individual Review Form – Part A (To be completed by School Care Team)

Form 3: Annual Evaluation with Students (To be completed by teachers)

Youth Worker Pack

Form 4: Individual Review Form – Part B

**Form 5: Young Carer Initial Assessment and Outcome Assessment Tool
(to be completed with young carer)**

Other Forms

Form 6: Register of Participants

Form 7: Assessment Score Summary Form

Form 1:
Young Carer Profile

Name: _____

Date: _____

Gender:

Male

Female

Age: _____

Who are they caring for?

Mum

Grandad

Dad

Granny

Sister

Brother

Other relative _____

How long have they been caring for this person?

Less than 1 year

7-10 years

1 to 2 years

10-12 years

2 to 5 years

All my life

5-7 years

Are there other support services in contact with the family? E.g Social worker etc.

Is the student linked in with other supports in the community? E.g. local sports club, local youth work service...

Form 2:
Individual Review Form – Part A

Name of Student/Initials _____

Student Number: _____

Q1. How has attending the YCP affected the school attendance of the student during the term?

- Rate of attendance has improved
- Rate of attendance has decreased
- Rate of attendance has remained the same - attendance is satisfactory
- Rate of attendance has remained the same - attendance is unsatisfactory

Q2. How has attending the YCP affected the completion of school work by the student during the term?

- More school work has been completed
- Less school work has been completed
- No change in level of school work completed - level is satisfactory
- No change in level of school work completed - level is unsatisfactory

Q3. How has attending the YCP affected the students social interaction with their peers?

- Improved interaction - seems to have increased friendship and support from peers
- Interaction has deteriorated - seems to have decreased friendship and support from peers
- No change in interaction - seems to have good relationship with peers
- No change in interaction - does not seem to have good relationship with peers

Q4: How has attending the YCP affected the overall mood and behaviour of the student during the term?

- Improvement in mood and behaviour
- Mood and behaviour has deteriorated
- No change - seems to be doing well
- No change - seems to be struggling during the term

Any Comments

Form 3:**Annual Evaluation with Students**

This questionnaire should be completed simultaneously by all classes on a chosen day.

Please complete this survey with your class. After each question, count the number of students who raise their hands Yes or No. Please record any comment or feedback from the students in the last box. Thank you.

School _____

Name: _____

Year: _____ Number in class: _____

Questions:	Number Yes	Number No
1. How many of you know what a young carer is?		
2. How many of you have heard of the Young Carers Project in the school?		
3. How many of you know how to get in touch with the project if you needed it?		
Any comments or feedback from the class		

**Form 4:
Individual Review Form – Part B**

To be completed by Youth Worker

Student Name _____

Number: _____

Date: _____

Assessment Scores

Total Score	School Score	Home Score	Relationships Score	Social/ Hobbies Score	Self/ Personal Score	MACA-Y18 Score

How well has the young person participated in the project?

Did the young person provide any feedback about the project?

Any other comments?

Form 5:

Name _____

Date: _____

Please circle a number from 1-8 under each section. 1 is the lowest, 8 is the highest

School	1	2	3	4	5	6	7	8
---------------	---	---	---	---	---	---	---	---

Home	1	2	3	4	5	6	7	8
-------------	---	---	---	---	---	---	---	---

Social/Hobbies	1	2	3	4	5	6	7	8
-----------------------	---	---	---	---	---	---	---	---

Relationships	1	2	3	4	5	6	7	8
----------------------	---	---	---	---	---	---	---	---

Self/Personal	1	2	3	4	5	6	7	8
----------------------	---	---	---	---	---	---	---	---

Young Carer Model Outcome Assessment Indicators July 2013

School

8. I feel supported in school, enjoy my school experience and feel enabled to balance my school work and caring responsibilities
7. I feel listened to and that extra supports are put in place when I need them
6. I am working with the school to balance my school work and caring responsibilities
5. I feel able to tell school staff what supports I need and why
4. I feel the school is open to listening to me about being a young carer
3. I feel under pressure trying to manage everything and wish someone in school would understand
2. I don't feel able to balance my school work and my caring responsibilities
1. I don't feel supported in school, I don't feel able to tell them about caring and how that affects me.

Home

8. I feel good about caring, my contribution to helping my family and supported in expressing how I feel
7. I feel my caring responsibilities are better balanced with other areas of life
6. I enjoy having some caring responsibilities and am able to express my needs as well
5. I am able to talk about my caring responsibilities and how they affect me
4. I want to talk about my caring responsibilities but don't know how that will make my family feel
3. I don't feel able to do what I want to do, I would like some time for me
2. I don't feel able to express how I feel about caring
1. Because of caring I feel overwhelmed, alone and not able to cope

Social/Hobbies/Free Time

8. I enjoy taking breaks and doing fun things when I can
7. I know it's important to take breaks and have time for me away from caring
6. I'm trying new things and feel it's ok to have time away from caring
5. I'm looking at different things I'd like to do and for support for getting involved
4. I'm not sure how to get involved and feel nervous about meeting new people
3. I'd like to do something but feel bad about leaving my family and taking a break
2. I don't think it's possible to take a break, what would they do without me?
1. Caring takes up all my free time, I'm not able to do anything else

Personal

8. I know I'm a person in my own right as well as being a young carer
7. I feel better able to express my needs and emotions and hopes
6. I feel better able to cope and proud of myself
5. My confidence is growing, I feel good about myself
4. I know that there are differences in my life as a young carer and young people who are not young carers
3. I wish my life was different, I wish more people understood.
2. Because of caring I feel stressed and upset a lot of the time, I don't feel able to express this
1. Because of caring, I feel different to everyone else.

Relationships

8. I feel supported, less isolated and able to talk about being a young carer
7. I feel better understood by my friends, family and other people
6. I feel more open to talk with my friends and other supports about being a young carer
5. I'm building friendships with people who are other young carers and people who aren't
4. I feel able to talk with someone I trust about being a young carer
3. I would like to tell others about my life
2. I don't feel able to talk about my life and how I feel
1. I feel nobody understands and I've nobody to talk to.

Form 7:
Assessment Score Summary Sheet

School Name: _____

Year: _____

Term Number: _____

Initials	Total Score	School Score	Home Score	Relationships Score	Social/Hobbies Score	Self/Personal Score	MACA-Y18 Score

Resources

Access All Areas: A Diversity Toolkit for the Youth Work Sector Chapter 12: YCNI and Youthnet (2013)
http://www.youth.ie/sites/youth.ie/files/Chapter_12_Working_with_young_carers_0.pdf

Cooklin, A., et al (2012) *The Kidstime Workshops: A multi-family social intervention for the effects of parental mental illness*. London. CAMHS Publications.

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Making Time to Talk: Advice for Parents with Mental Illness
<http://www.supportinmindscotland.org.uk/information-and-support/publications>

Minds, Myths and Me Fact pack for Young People who live with someone with a mental illness:
 Contact Gloucestershire Young Carers for a copy.

Safe, Sorted and Supported Guide to Help Young People Plan Ahead.
 Contact Gloucestershire Young Carers for a copy.

Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff. (2013) Princess Trust for Carers www.professionals.carers.org

Young Carers Information Pack for Schools (developed for an Irish Context):
<http://www.youngcarers.ie/informationpack>

Young Carers Information Pack for Parents:
<http://www.youngcarers.ie/parentinfopack>

<http://www.theguardian.com/social-care-network/2013/dec/19/supporting-young-carers-school>

Useful Websites

www.youngcarers.ie: Young Carers Ireland www.youngcarers.net : Young Carers UK

<http://www.youngcarers.net.au/>: Young Carers Australia

<http://www.youngcarers.ca/>: Young Carers Canada

<http://www.aacy.org/>: Young Carers USA

<http://www.youngcarers.net.au.net/>: Young Carers South Africa