

<i>Tag: Young people; Country: Denmark; Language: English; Year: 2016</i>	
<b>Programme name:</b>	<b>Multifunctional Treatment in Residential and Community Settings for young offenders (MultifunC)</b>
<u>Organisation / Country:</u>	Central Denmark Region, Denmark The National Board of Social Services, Denmark
<u>Website:</u>	<a href="#">Here</a> <a href="#">Here</a>
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<u>Summary:</u>	<p><b>The target group</b> The MultifunC programme is targeted at young adolescents in the age range of 14 to 17 years having severe behavioural problems. These young people are in need of temporary residential care. The young people are characterised by high risks of offending and criminal behaviour. They often face the consequences of school drop-out, little educational attainment and low cognitive skills. The adolescents' problems typically appear in schools, in employment, in the family environment, or in public life. Mostly, the difficulties will typically be so severe that neither a home-based treatment or a temporary placement in a professional foster family are considered sufficient.</p> <p><b>Organisation of MultifunC</b> The programme consists of a time-limited period in a residential home (6-7 months) followed by an aftercare period, which often takes place in the family setting. The total intervention period for the individual young persons is assessed on a case-by-case basis, but is usually around 10-12 months. In the course of the programme, the young person's participation in education, employment, and in the local community is being actively pursued.</p> <p><i>The young person's community inclusion</i> Community inclusion revolves around the involvement of family members and prosocial peers. Family members, notably parents, are part of the treatment process from the very start.</p> <p><i>The young person's participation in education</i> Strong efforts are made to ensure the young person's school attendance. In cases of prior school drop-out, a place in a school needs to be secured. The local School Board assists if needed in securing a place in a local school. In some cases, the schools are regular schools, in other cases, the schools are special schools with a focus on inclusive education. School</p>

	<p>attendance is ensured through accompanying the young person by a team member.</p> <p><i>The young person's participation in employment</i> As part of the programme, young persons can undertake internships in private companies. In those internships, the supervisors can assume key roles in providing guidance at the work place as well as orientation in life.</p> <p><i>Cooperation with different sectors</i> In cases where the young person is on unauthorised absence, the MultifunC staff engages with the police to issue search warrants and ask the police to bring the young person back to the home.</p> <p><b>Methods of the intervention:</b> <i>Focus of the intervention</i> The applied methods are structured and based on cognitive behavioural theory and social learning theory. During the entire intervention – including both residential treatment and aftercare – there will be a focus on changing the young persons' behaviour across different spheres of life– school, work place, family, and peer circles.</p> <p><i>Drafting an action plan</i> When entering the programme, an action plan gets drafted. The family and the young person are involved in the creation of this action plan. The treatment plan for each young person is established with a focus on risk factors, assessing the user's social skills, cognitive capacity, educational attainment, mental health status, and general wellbeing.</p> <p><i>Implementing the action plan</i> Efforts will be made to develop a treatment balancing the need for both control and autonomy. The young person is actively involved in the implementation of the programme. A weekly schedule gives comprehensive guidance on what the young person has to do each day. Constant feedback is provided. Staff ensures that the daily schedule is being followed. Compliance with the schedule in combination with positive behaviour becomes rewarded through a point system with progression elements.</p> <p><i>Concrete intervention examples</i> Social skills are being trained each day, including anti-aggression training, behavioural control, emotional self-regulation and motivation. Behavioural training is</p>
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	<p>combined with guided reflections about personal values and behavioural ethics.</p> <p><i>Involvement of parents and the family</i>  The parents are seen as important persons for the young people and are involved in the treatment. The MultifunC programme is particularly tailored towards troubled families with multiple needs. The programmes use family-oriented therapy approaches, that seek to improve the relationship and communication between the children and the parents. For that, the parents are involved in the planning of treatment and receive continuous support.</p> <p><b>Assessment and treatment planning:</b>  The assessment team in the MultifunC is equipped with relevant skills and qualifications. The team assesses the young person's needs as well as the family's. Individual progress is measured based on the initial needs assessment. Treatment targets are formulated emerging from the initial assessment. The assessment is based on recognised methods and standardised instruments.</p> <p><b>Structure of a Multifunc team:</b>  The MultifunC programme is organised in different teams with specific functions. Each MultifunC programme has one leader who is responsible for the programme as a whole. In addition, there is one assessment team, one treatment team, one pedagogical team, and one family and aftercare team.</p> <p><i>The assessment team</i>  The assessment team is responsible for the assessment of the young person, the creation of the treatment plan, and the treatment progress. The team is also responsible for guidance to other teams during the treatment process.</p> <p><i>The treatment team</i>  The treatment team is responsible for the daily treatment of the young person in the residential setting. This includes daily treatment, management of risk situations, anti-aggression training, and the organisation of leisure activities, and so on.</p> <p><i>The pedagogical team</i>  The pedagogical team is responsible for the educational assessment and the educational support to each young person. This includes the cooperation with local schools and the relevant authorities.</p>
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	<p><i>The family and aftercare team</i></p> <p>The family and aftercare team is responsible for treatment and support to the parents during the young person's phase of home case and after the young person's returns to the family (aftercare). This includes involving the parents in decisions, providing them parents with training and support in the family home.</p> <p><b>Quality Assurance in the Multifunc programme</b></p> <p>Quality assurance is being pursued through the following components:</p> <ul style="list-style-type: none"> <li>• manuals for the MultifunC programme</li> <li>• Training programmes for staff</li> <li>• Monitoring systems</li> </ul> <p><i>Manuals</i></p> <p>Manuals provide practical guidance for the different professionals in the MultifunC programme:</p> <ul style="list-style-type: none"> <li>• a manual for the overall MultifunC concept,</li> <li>• a manual for assessment,</li> <li>• a manual for residential treatment,</li> <li>• a manual for pedagogical treatment,</li> <li>• a manual for family treatment and aftercare,</li> <li>• a manual for contingency management.</li> </ul> <p><i>Training programmes</i></p> <p>The staffs are trained as a group along the MultifunC principles and its different components. The training programme also includes the theoretical basis for MultifunC, and it is expected that all staff are able to formulate the theoretical basis and the central principles in MultifunC.</p> <ul style="list-style-type: none"> <li>• Therapeutic Management of Violence</li> <li>• Motivational Interviewing</li> <li>• Aggression Replacement Training</li> </ul> <p><i>Monitoring</i></p> <p>In addition to the manuals and the training programme the practical performance of MultifunC is assessed by a quality assurance team. The quality team assurance works for a national agency, the National Board of Social Services, and provides guidance and assessment on the implementation of the MultifunC concept. This guidance applies to both general aspects of structures as well as to individual procedures. This cooperation is expected to ensure the integrity of the MultifunC concept and the coherence of treatment.</p>
<p><u>Issues:</u></p>	<ul style="list-style-type: none"> <li>• Some families have a long case history having involving multiple professionals in the past. This</li> </ul>

	<p>can it difficult for new professionals to engage with the family.</p> <ul style="list-style-type: none"> <li>• Despite the intensity of the programme, reoffending rates among the involved young people continue to be high.</li> <li>• The programme is very cost-intense.</li> </ul>
<u>Resources:</u>	<ul style="list-style-type: none"> <li>• The team structure consists of mental health professionals, social workers, and social pedagogues. There is a team lead for the overall coordination.</li> <li>• The National Board of Social Services in Denmark supports the MultifunC programme through guidance and quality control in regards to coherence of treatment.</li> </ul>
<u>Objectives:</u>	<ul style="list-style-type: none"> <li>• Reducing risky and criminal behaviour among young offenders</li> <li>• Enhancing participation in society of the young person, notably employment and school attendance</li> <li>• Improving family relationships, particularly between the young people in difficulties and their parents</li> </ul>
<u>Outcomes:</u>	<ul style="list-style-type: none"> <li>• Improvement of family relationship</li> <li>• Partial reduction of risky and criminal behaviour</li> <li>• Increased school attendance</li> </ul>
<u>Evaluation:</u>	<p>The project has not been evaluated in Denmark, but research from Norway and Sweden suggest a positive effect on both the individual young persons and the family.</p>
<u>Resources:</u>	<p><a href="#">Improving outcomes for young offenders: an international perspective: A literature review</a></p>