

<b>Programme's name:</b>	<b>The 'Bring Out' approach - facilitating young offenders' community integration</b>
<u>Organisation / Country:</u>	Municipality of Kalix / Sweden
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Summary:

**Establishing a reintegration model for young offenders** A model for the reintegration of young offenders was established in Kalix. In 2015, a coordinator in the public administration is strongly involved in the implementation of the model and was an important point of contact in liaising with other services.

**Target group**

Many users of in-home care have complex needs with a range of diagnoses, including different forms of autism, mental health problems, or intellectual disabilities (e.g., ADHD, dyslexia). The young people have often experienced social exclusion, including stigma in school or discrimination in the labour market. Their social environment is often difficult, including abusive peer circles or troubled family backgrounds. Many of them have committed offending behaviour.

**Tasks of the coordinator**

*Work with the user*

The coordinator works very closely with the young person and needs to develop responses to different social and medical needs like detoxification or custodial requirements. In this process, the coordinator must prove patience and empathy to work in order with the individual personality of the user.

*Work with other professionals*

The coordinator seeks to be a 'self-help support' to clients when liaising with professionals from social care, medical and psychiatric services, social insurance, education or employment. This may entail very different working steps: this could be reminding clients when they should submit their requests for financial assistance or when they need to attend important meetings, for example, with probation officers.

**The 'Bring Out' approach - home care in 5 stages** 'The Bring Out' approach is based on 5 steps and begins when a young person becomes placed in a treatment centre or in a care home. At all stages, intense contact with different professionals exists, notably with the coordinator, who acts as a case manager and first point of contact. The whole process is designed to enable the young person to return to a life in the community to live independently.

*Step 1 – The reception with needs assessment:*

- The 'Bring Out' approach starts when a young person gets placed in a treatment centre or in a care home.
- A treatment plan gets drafted based on milestones. Much emphasis is put on the quality of care.
- The young people co-produce the plan, taking into account personal skills and aspirations. The document is created with a pencil, not in ink so that updates to the physical document can be made more easily. All changes to the treatment plan are communicated to the young person.

*Step 2 – Starting treatment:*

- The treatment process starts to roll out.
- It is essential that the coordinator develops a trust-based relationship with the young person, which allows them to decide jointly on care, treatment, and preparation for community transition.
- During home care, the young person receives guidance and training on how to manage an individual household, including personal hygiene, preparing food, and washing laundry.
- The coordinator helps the client to obtain meaningful recreation and other daily activities. This can be physical training or work experience in a workplace.
- First family visits are planned already at this stage.

*Step 3 – Intensifying treatment:*

- The treatment focuses on the identification of personal strengths and how personal relationships and networks can be used to improve the young person's inclusion in society.
- Individual strengths and aspirations are used to develop personal resilience to risks, preventing relapses.
- The parents become more involved in order to improve family relationships. Time for family leave increases. This may include overnight stays.
- The focus of the treatment is on increasing self-esteem, confidence in skills, and hope for a better life.
- It is more clearly communicated at this stage that it is expected from the young person to break with negative 'old habits'.

*Step 4 – Strengthening networks:*

- Different professionals work to involve and extend networks with other areas of the young person's life. This includes internship supervisors, teachers, job/education consultants, and employment services.
- In the free time, the young person receives support in identifying hobbies or special interests, which could be sports and music.

*Step 5 – Managing the community transition:*

	<ul style="list-style-type: none"> <li>• The young person is released back into the community, moving either to supported housing or into the family home.</li> <li>• Starting from the first days after release, the young person shall start an internship or reenter school to get into normal life structures.</li> <li>• Up to four to six weeks after release from care, the young person receives much support and has daily contact with professionals.</li> </ul>
<u>Issues:</u>	<ul style="list-style-type: none"> <li>• Upon release from care, young offenders are often exposed to their former social environment, which may involve abusive peer circles or difficult family settings. Those pose risks for a steady reintegration into society.</li> <li>• High reoffending rates despite intense, costly care continue to be an issue.</li> </ul>
<u>Resources:</u>	<ul style="list-style-type: none"> <li>• The intense and multi-dimensional care in a home is resource-intense.</li> <li>• The service structure involves different professionals, including social workers, pedagogues, mental health professionals, and job coaches.</li> </ul>
<u>Objectives:</u>	<ul style="list-style-type: none"> <li>• Increasing the social inclusion of young offenders and enabling them to fully participate in society</li> <li>• Improving young offenders' quality of life by creating a more stable social context based on individual needs</li> </ul>
<u>Outcomes:</u>	<ul style="list-style-type: none"> <li>• Reduction of criminal and risky behaviour</li> <li>• Improvement in family relationships</li> <li>• Take-up of education, training, and employment</li> </ul>
<u>Evaluation:</u>	<p>An internal evaluation has been carried out that showed positive results in enabling young people to start and manage independent lives and to improve their participation in society, notably by pursuing education, taking up training, or accessing employment.</p>