



Cheshire and Wirral Partnership
NHS Foundation Trust



Prior Learning for Next Step cards Training

*Designed and developed by young people for
young people.*

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Welcome to Next Step and the beginning of your training journey. This resource marks the start of your training in the Next Step cards. This resource has been designed to give you some background information that we believe will enhance your training for Next Step cards.

The main aims of this prior learning:

This resource aims to:

- Introduce you to what the Next Step goal based outcome resource is and how it can be used with children and young people
- To understand more about the philosophy behind, and the service delivery context regarding, the Next Step resource
- To learn about the importance of the use of goal based outcome measures with children and young people
- To be introduced to the Next Step resource as a solution focussed approach to use with children and young people
- To learn about the benefits of the Next Step Resource for young people and professionals.

The Next Step cards are more than a pack of cards, they are a blended training programme, an online tool and a handbook.

Please check out our video about Next Step character Kevin here:

https://www.youtube.com/watch?v=I_WVsVBXfyU





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What is NEXTSTEP?

- The Next Step Resource is a set of 52 Cards, which are intended to both create meaning and focus attention; as young people are encouraged to take control of their own progress as well as the support they receive, taking real ownership of their positive future outcome.
- Next step is a pocket-sized resource that packs in huge potential. It is small, portable, yet never runs out of charge or needs a wifi connection; this colourful toolkit was designed by young people for young people - to be hands-on and engaging. It has been seen to be useful in a wide variety of ways to help build rapport and participation. The prime purpose of Next Step is to aid communication during one-to-one support sessions; giving you a way to focus in on what's important to the young person. It helps you to engage them in setting meaningful goals for their involvement in your service.
- Next Step not only improves your own understanding of the young person's needs and aspirations, it can also enable them to see and appreciate both where they are starting from and where they want to get to, as well as the steps involved in bringing about their own improvements.
- It's a tool for monitoring and measuring progress that opens up new ways of working, handing the power and authority to the young person. The cards enable young people to make engaged and informed choices. Choices that give them real ownership of the support they receive and the outcomes they achieve.





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So what's in the pack?

- There are 52 unique cards, over half of which are double-sided and the cards can be split into 4 main sets; **Position, Life, Level and Step** sets.
- The **Position** and **Level** sets provide the **emotional coordinates**, helping the young person to plot their own situation in terms of where they feel they currently are and where they'd like to be in the future.
- The **Life** and **Step** sets help **unpack the meanings** a young person attaches to their position, giving shape to the changes they'd like to make.
- These sub-sets can be used in isolation, such as using the Level Cards to set and monitor goals. Or in combination, such as the Life and Position sets, which can be used together to kick start conversations or help elevate awareness.
- Alternatively, you can combine the Step and Level sets which map sustainable progress and measure distance travelled.



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So why choose Next Step?

The great thing about the cards is their ***flexibility***, you can use them in any way that is useful to you and the young person you're supporting. The cards don't actually have any fixed meanings, instead they work by allowing the user to make their own connections with the pictures and stripped down keywords. What the young person sees in the cards are the things that are important to them. In fact, any choice of card can help introduce creative tangents, unlocking breakthrough insights. Being playful is at the heart of the process and we actively encourage you to mix up the cards and experiment with how you use them; finding the best fit for you and the young person you are working with. That said, behind the cards sits a robust and on-going cycle of goal setting, goal planning and goal review that you and the young person can use to help move things forward.

The Next Step Philosophy

A word cloud containing the following terms: Children, Young, Person-centred, Flexibility, Solution-focused, Empowering, Collaboration, Communication, Engaging, Creativity, and Goal-based. The words are in various shades of blue and are arranged in a non-linear, overlapping fashion.

A Person- centred approach

There are lots of different definitions of person (or patient)-centeredness in healthcare. Next Step follows the Stewart et al. (2003) definition that defines four aspects:

1. The child or young person as a person, not a set of symptoms or labels;
2. A bio-psychosocial perspective: understanding the young person as a whole including their bodily needs, psychological experiences and social environment, all within a developmental context;
3. The importance of the relationship between the young person and the adult who is helping or supporting them using Next Step;
4. A sharing of power between the adult and the young person.

Engaging and empowering of young people

- The United Nations Conventions on the Rights of the Child (Article 12) states that: "Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."
- Next Step is based on the principle that young people should be supported to express their opinions about their emotional and social wellbeing, set their own goals and be empowered by adults to take steps to make a positive difference in their lives.
- The Next Step resource can be used with children as young as six and of differing levels of ability. It can also be used with young people for whom English is an additional language.



It was co-produced with young people

- Next Step was developed in a Child and Adolescent Mental Health Service by young people, parents and clinicians to support young people communicate with adults and set and achieve their own goals.
- The words and images on the cards were designed by young people and parents through a process of graphic facilitation.
- We are constantly evaluating the cards and making changes based on feedback , Recently, one of the cards has been changed following feedback and re-designed by young people.
- The 'monsters' in the Next Step online resource were inspired by young people's designs.

A solution-focussed approach

What is a solution-focused approach?

- All talking therapies (such a Cognitive Behaviour Therapy or Counselling) are a specialised form of conversation. Next Step uses a 'solution-focused' approach to the conversations practitioners have with young people. This is based in ideas from solution focused therapy.
- Solution-focused therapy is a brief intervention that uses goal-focused, future-oriented conversations to help people with emotional and mental health needs. There is an emphasis on what is possible and changeable and that change is constant.

Next Step follows the solution-focused therapy assumptions about young people:

- *They are experts on themselves and already have some knowledge of what would make their life better*
- *They already have skills they can use to overcome difficulties in their life and they want change*
- *Next Step also follows a solution-focused approach by specifically looking for times when the 'problem' has not occurred or has lessened.*

Goal Based Outcome (GBOs)

What are Goal Based Outcomes (GBOs)?

- "The most important measure of change is that which children, young people and their families have chosen to make themselves." (Law & Jacob, 2013)
- Goal Based Outcomes (GBOs) are a way of identifying what a young person would like to change when using a service (e.g. CAMHS) or meeting with a practitioner (e.g. School Nurse) and measuring progress towards this goal throughout the work.
- GBOs use a scale of 0-10 where 0=as far away from goal as possible and 10=goal achieved.
- GBOs do not require a practitioner to work in a particular way. Rather, once a goal has been established, the process can be used and adapted to aid any intervention that has been considered appropriate towards enabling the young person to achieve their goal.

Why are Goal Based Outcomes important?

- GBOs are important because they support shared decision making with young people. This means that there is a clearly identified expression of what the young person wants to work on with the practitioner. This can lead to a better relationship (or 'therapeutic alliance') which has been shown to be important for good outcomes and satisfaction.
- *Why do you think setting and reviewing goals would be helpful in the work you do with children and young people?*



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Key Service and Policy Context for the development of the Next Step cards

There are some key policy documents and service innovation programmes that helped to inspire and contribute towards the development of the Next Step cards within Cheshire and Wirral CAMHS. Most of these documents relate to CAMHS services, however, the following is a brief summary of these documents and we would encourage you, as professionals working with children and young people, to be aware of the main policy drivers in working towards improving services.

CYP-IAPT (2011) – The Children and Young People's improving access to psychological therapies programme

This is a service transformation programme delivered by NHS England that aims to improve existing Child and adolescent mental health services (CAMHS) working in the community. The programme works to transform services provided by the NHS and partners from the Local Authority and Third Sector that together form local CAMHS partnerships. The programme began in 2011 and has a target to work with 60% of the 0 – 19 population by March 2015.

CYP-IAPT is about:

- Improving accessibility to psychological therapies for young people
- Integrating specialist CAMHS and other services
- A better experience for young people – improving participation by children, young people and their families in service delivery and design
- Increased used of goal based outcomes that offer children, young people, parents/carers and professionals options to suit needs and practice
- Services and commissioners can use this data regarding outcomes to inform service development

CAPA – The Choice and Partnership Approach: A Service Transformation Model (2009)

CAPA is a continuous service improvement model that combines personalized care and collaborative practice with service users to enhance effectiveness, leadership, skills modelling and demand and capacity management.

One of the key components of this is CHOICE which is about giving clients as much choice as we can to engage them in their change and in working together on issues that matter to them. The key philosophy is to have the service users' viewpoint and wishes at the centre of what we do. Thus, the clients' choices lead to enhanced task alliance and effective partnership goals and care plans. This means using everyday language, working to understand the client's view of their world and problems.

The aim is to make ALL contacts with clients feel:

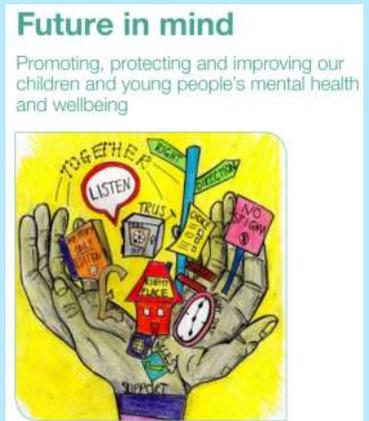
- Collaborative
- Accessible
- Useful
- Facilitative

Future in Mind (2015)

In England, we are under transformation from 'Future in Mind' which articulates how we need to set about tackling problems to create a system that brings together the potential of the web, schools, social care, the NHS, the voluntary sector, parents and children and young people themselves.

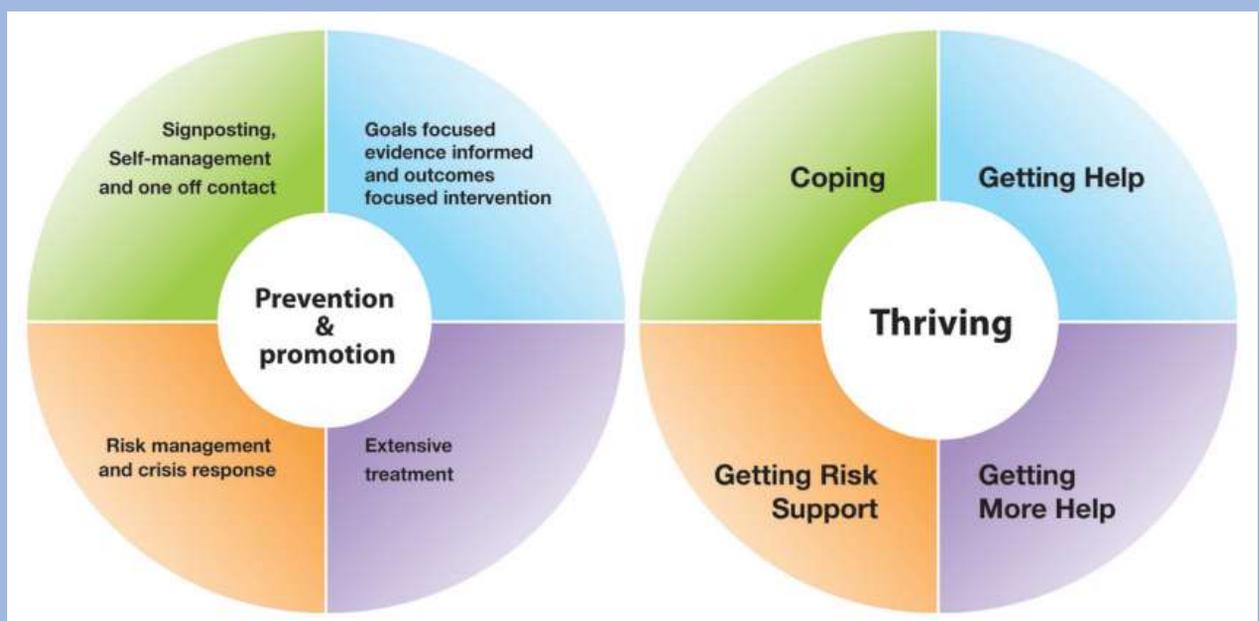
Future in Mind focusses on:

- *The importance of resilience, prevention and early intervention*
- *Whole workforce development*
- *Improving access to effective support – a system without tiers*
- *Care for the most vulnerable*
- *Increased accountability and transparency*
- *Use of goal setting and being outcome focused within CAMHS*
- *Giving young people options for support*
- *Reducing stigma*



THRIVE: The AFC-Tavistock Model for CAMHS (Wolpert et al, 2014)

The THRIVE model is a way of conceptualising need amongst a community of children, young people and their families. Need is measured under 5 categories: thriving, getting advice, getting help, getting more help and getting risk support.



THRIVE:

- *Endorses multi- agency definitions of mental health promoting practices*
- *Encourages multi-agency responsibility for promoting 'thriving'*
- *Promotes multi-agency 'advice' and 'help'*
- *Supports multi-agency clarity on endings as well as beginnings*
- *Goals focussed evidence informed and outcomes focussed intervention*

As you progress through the training, it will become clearer how Next Step cards helps professionals to achieve the new goals and standards set out by these policies and guidelines, and how Next Step can help all professionals working with children and young people to take a new and confident approach to their work to inspire and empower young people.



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What are the benefits of the Next Step resource?

There are lots of benefits to using the Next Step resource and we are confident that you will discover each one during both your training day and as you begin to use the cards in your own practice. These include increasing engagement and communication with young people, a holistic and person-centred approach, following a goal based outcome and solution focused approach. However, one of the greatest benefits is that it is a resource that can be used by all professionals from any professional backgrounds.

1. Engagement

- Young person perspective – The Next Step cards can be used as a tool to help engage young people in being able to have conversations about their emotional and mental health in as easy a way as possible for them. Also, where appropriate within sessions, it can also be helpful for engaging parents and carers in what is most important for the young person.
- Professional perspective – The Next Step cards can be helpful for reducing professional anxiety regarding effective engagement, particularly when meeting a young person for the first time i.e. increased agency that clinician has an effective resource to engage young people that designed by other young people not clinicians or researchers that does not heavily rely upon sophisticated communication.



2. Communication

- Young person perspective - As the Next Step cards are a pictorial resource that does not rely heavily on those components most generally associated with ability to engage in therapeutic work, such as use of language, talking, detailed description of strengths and difficulties; ability to read and write; and ability to have good social interaction skills, such as making eye contact, it is well placed in helping very young children (generally from age 6 upwards), children with additional needs, children with learning difficulties, children with social communication difficulties, and children who are highly vulnerability due to low mood and/or high anxiety regarding being able to communicate about how they are feeling and what things they would like to work on and improve.
- Professional perspective - As communication and engagement are generally made easier for the young person, this typically helps the clinician to reach a formulation regarding the difficulties more easily regarding what is appropriate to be worked on with the young person from a service perspective also i.e. based on any areas of difficulty or concern that a young person identifies they can be referred to the most appropriate service, therefore enabling them to have more timely and appropriate access to help.

3. Holistic and person centred

- Young person perspective – The Next Step cards help to focus on the whole person and their life, their strengths and resources as well as any difficulties, and what is going well for them. Through this focus it helps to make the process of discussing their mental health and well-being as being more engaging, empowering and resilience promoting and less stigmatising.
- Professional perspective - The use of the Next Step cards helps the professional to look at the whole-person and not just to focus narrowly on a specific area at the exclusion of other strengths or difficulties.



4. Goal Setting – provides an engaging tool to help with goal identification, goal planning and goal review.

- Young person perspective – helps to empower young people to make own decisions regarding what is important to them and what they would like to work on. This shared decision making helps to address some of the inherent power imbalance involved in adult and young people's relationships helping to empower young people and have increased level of responsibility and 'commitment' to change.
- Professional perspective – The Next Step approach provides a more interesting and fun way of helping to set, plan and track goals with young people and their families, which can be used in addition to and/or instead of questionnaires measures and tick sheets which may be completed initially and not referred to again until goal review. Greater service involvement in determining the support they get and the regular monitoring of its effectiveness can have a significant impact upon enhancing clinical practice and improving outcome success

5. Solution – focussed approach

- Young person perspective – empowerment, not problem saturated, couched within positive psychology framework which is less stigmatising and normalizing regarding emotional distress. Gives young person a sense of their own agency.
- Professional perspective – With this approach the professional can generally take a less 'expert' based position towards the person and any problems identified. For non-mental health trained professionals they can hold a more naively curious stance towards the young person and 'the problem', which can lead to decreased stress and reduced avoidance regarding having discussions with a young person regarding their emotional well-being and mental health. Even for those professionals from mental health backgrounds they can feel more 'freed up' by benefitting from having a decreased sense of responsibility regarding the need to 'fix' the person or the 'problem'.



6. All professional backgrounds - Professionals from all different backgrounds working with children and young people can use the Next Step cards.

Young person perspective – Young people benefit by being able to talk to professionals regarding their emotional and mental health when they want, with whom they want and where they want. This is particularly beneficial for those children for a variety of reasons who would not feel able to access help from Child and Adolescent Mental Health settings or within other areas of more specialist provision and/or for where there are long waits to access help. This also helps on a wider cultural and societal level to destigmatise mental health and normalise asking for help and discussing mental health with those individuals already within your 'community'. Research has shown that 75% of adults with mental health problems start before age 18 years. Yet we may be reaching as few as 1 in 4 children and young people with problems that could be helped.

Professional perspective – We hope your training will lead to a reduced sense of feeling like you shouldn't have conversations about mental health with young people if not from a mental health background, as you may cause some 'damage' and are 'not trained' to do so. It can reduce that sense of “better avoid and leave to CAMHS professionals who know what they are doing” – this is a missed opportunity to engage with a young person regarding their mental health.



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In conclusion:

By now, we hope you have begun to see the benefits of the Next Step cards and you are excited to come along to the training day. We hope this prior learning has helped you begin to think about your hopes for the training, and how Next Step will benefit the work you are already doing. Next Step cards are a tiny resource, but they pack in huge potential for both you and the young people you are working with. It was designed by young people for young people, and allows for great flexibility and creativity, to enable the young person to feel empowered in setting their own goals. We believe that the Next Step cards are vital in helping all professionals feel confident in having a conversation about mental health with young people

Recent policies and guidelines set out several changes and new ways of working within CAMHS services. These documents highlight several new ways of working including a focus on Goal-based outcomes, and Next Step is a key tool in aiding professionals change their approach with young children to meet these new guidelines.

A few last points:

- The licence is allocated per practitioner and should not be shared with others. Although this is possible, we have found that when untrained practitioners use the resource, they often misunderstand the product and this can lead to confusion in sessions with young people.
- Once you have completed the training day, your log in will be activated and you will have access to all of the Next Step resources on the online software. You will be shown how to navigate the online software during your training day, however, we would encourage you to explore it on your own and make full use of all the resources.

Further Information



- MindEd modules on collaborative working [Link](#)
- Dr Duncan Law & Jenna Jacob *Goals and Goal Based Outcomes (GBOs) Some Useful Information*. Third Edition [Link](#)
- Empowerment of young people [Link](#)
- The Choice and Partnership Approach (CAPA) [Link 1](#) [Link 2](#)
- Child Outcomes Research Consortium (CORC) [Link 1](#) [Link 2](#)
- Stewart et al., (2003). *Patient-Centred Medicine. Transforming the clinical method*. Radcliffe Medical Press, Oxford.
- Elwyn, G., Edwards, A & Thompson, R. *Shared Decision Making in Health Care: Achieving Evidence Based Patient Choice* (2016). Oxford: Oxford University Press.
- Berg, I. K., & De Shazer, S. (1993). *Making numbers talk: Language in therapy*. In S. Friedman (Ed.), *The new language of change: Constructive collaboration in psychotherapy*. New York: Guilford.
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- Ratner, H., George, E., & Iveson, C. (2012). *Solution Focussed Brief Therapy*. Oxford: Oxford University Press. London: Routledge
- The Kings Fund, 2016. *Improving Quality in the English NHS . A strategy for action*. Chris Ham, Don Berwick & Jennifer Dixon. February 2016.
- In addition, our website contains access to many more relevant resources to guide you during your use of the Next Step cards. We are constantly updating our FAQs so please check these out, or contact us at support@Nevexia.com