



Newpin

Courage to change together



Newpin Restoration Model

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Newpin Restoration Model

This document outlines all the key components of the UnitingCare Burnside Newpin Program (Restoration). It should be noted that although Newpin centres operating across Australia will share common features, such as the core service elements (outlined below); individual Centres will also consider and reflect the diversity of the community in which they operate. This means each Newpin centre will have its own dynamic or personality created by the staff and other individuals who are actively participating in it.

The majority of members that attend Newpin have experienced significant trauma and abuse in their childhoods and have missed out on key stages in their emotional development. This impacts negatively on their ability to provide safe, consistent and appropriate care to their children and, for most parents attending the Newpin Restoration program, this will have led to their child/ren being removed from their care. Consequently, the key components of the program are all designed to address this. The Newpin program specialises in the development of emotional maturity and wellbeing and promotes the skills that parents need to manage practical as well as emotional challenges. The welfare of children is central to Newpin practice and centres provide a secure emotional and physical place for children to explore, play, socialise and learn. This maximises opportunities to achieve developmental milestones.

2.1 Newpin Clinical Practice

Newpin work is underpinned by attachment theory and trauma informed practice. This influences how the staff relate to Newpin members, how they assess their needs and how they plan appropriate responses and interventions.

The Newpin Restoration Model provides a service for both mothers and fathers who are seeking the restoration of their child/ren. Mothers and fathers groups are run separately, enabling safe discussion. Some groups are run specifically for couples.

The Newpin Process

The Newpin process refers to the stages of empowerment and support that all parents who enter the program are encouraged to participate in. It reflects the core values of support, empathy, respect, equality and self-determination and the key elements that underpin the Newpin program. This process has been developed with the understanding that the individual needs and rate of engagement of each family is respected at all times.

The Newpin process itself has evolved as the number of centres across Australia has increased. It has had to respond to the rigors of both internal and external evaluations and changing trends in the provision of family support, without compromising the original ethos of Newpin. The Newpin process puts into practice real partnerships with parents and children and reflects a non-judgemental approach.

Each core element of the Newpin program has specific modules with detailed delivery or implementation guidelines. These modules have been developed for trained Newpin staff to implement, facilitate and/or deliver.

Assessment of a parent's capacity to meet the physical, emotional and developmental needs of their children is seen as an ongoing process that takes place throughout the eighteen months (on average) that a parent spends attending the program. The Newpin (Restoration) model uses the North Carolina Family Assessment Scale (NCFAS) to review the progress of parents across

ten essential domains (Environment, Parental Capabilities, Family Interactions, Family Safety, Child Well Being, Social/Community Life, Self Sufficiency, Family Health, Caregiver/Child Ambivalence, Readiness for Reunification).

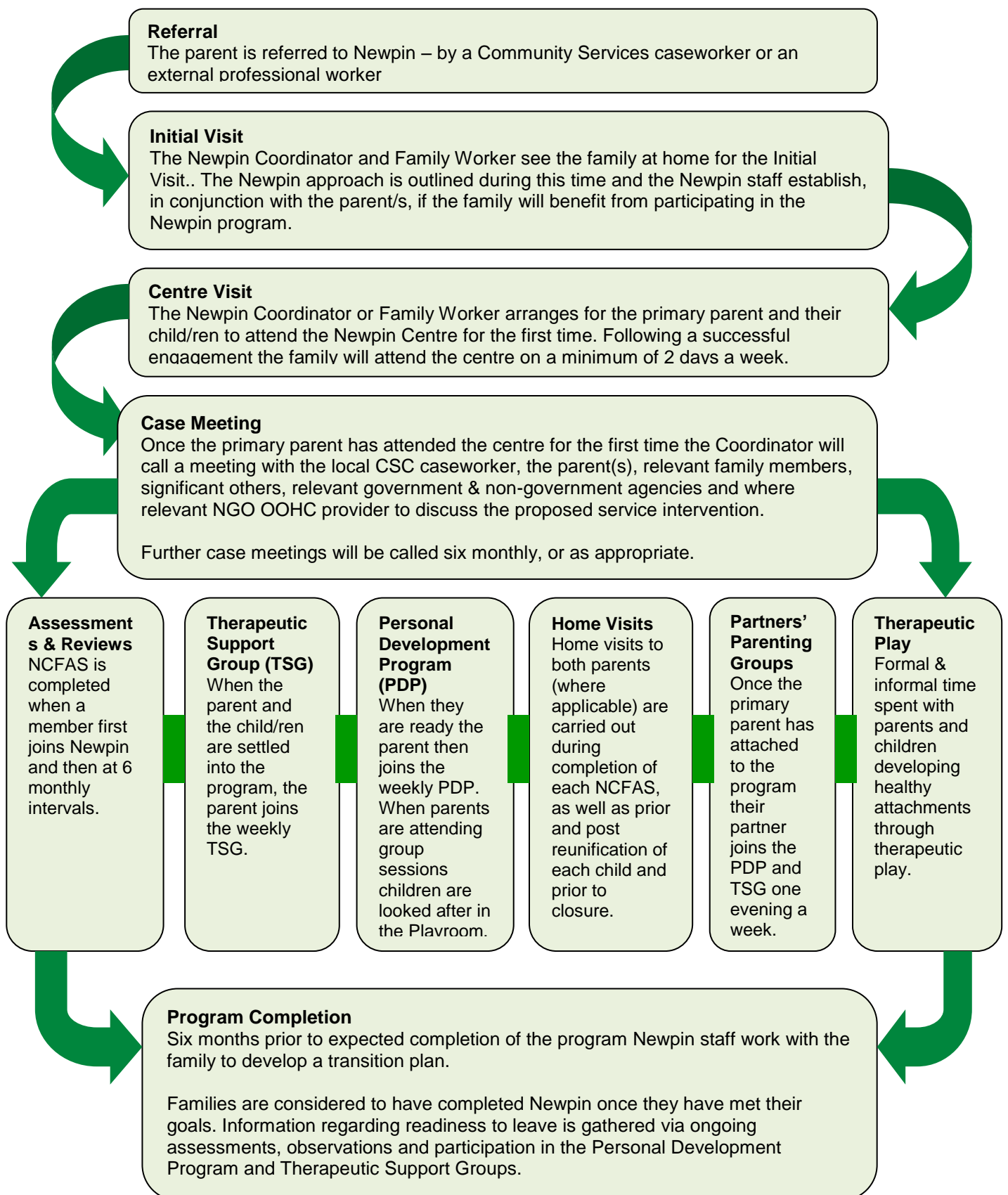
An essential part of the Newpin process is the quality time spent with parent and child/ren together. This allows Newpin staff to observe interactions and to work with the parent to build healthy attachments and to develop their understanding of the changing and complex needs of their child/ren over time. Consequently, it is imperative that children in care have contact with their parent at the Newpin centre. For children under school age this involves attending the Newpin centre from 10am to 2pm a minimum of once a week, while for primary school aged children it means attending Newpin between 3pm and 5pm one day a week.

The aim of the Newpin program (Restoration) is that parents attend for up to nine months prior to restoration and then for a further nine months post restoration. The post restoration period in Newpin is critical to facilitating the smooth transition of children from care. In addition parents are assisted as they integrate the knowledge and skills developed at Newpin into their home environment. The pre and post restoration periods involve the same commitment from families including the centre based attendance, home visits and parenting groups.



Working with children in the Newpin playroom

2.2 An Overview of the Core Elements of the Newpin Process



2.3 Newpin Target Group

Requirements for entry into Newpin Program (Restoration)

In order to enter a Newpin program, parents need to:

- have a child/ren on a relevant order, as per the SBB contract
- have an allocated Community Services caseworker
- have at least one child under five years who will attend the program with them, this can include having contact visits at the centre with their children who are currently in Out-of-Home Care
- be able to attend the Newpin program at least two days/times per week
- be able to access the program (i.e. they can get to the centre; or transport is available and/or provided by the program)
- have some capacity to reflect on their experiences

2.4 Referrals to Newpin

Newpin (Restoration) centres will receive the majority of referrals from local CSC caseworkers, however, families with children in care, who are working towards restoration, may also be referred from:

- Mental Health Services
- Early Childhood Health Centres
- Children's Services or agencies
- Doctors and/or Hospitals or other primary health care
- Migrant and Family Support Services
- Social, Welfare or Community Services
- Courts, Solicitors and Community Legal Centres
- Self referral

Where a referral comes from a source other than a CSC, the Newpin Coordinator or Family Worker contacts the Community Services caseworker to share relevant information (under section 16A)

Referral Procedures

All known referring services or agencies in the local area may be given copies of the 'Newpin Referral Form' along with information on their local Newpin centres. These guidelines provide community organisations and agencies with information on making a referral that is respectful and supportive of the parent's own decision making processes.

Parents who self-refer may complete the referral form by themselves or with the assistance of a Newpin Family Worker.

It must be stressed that entry into Newpin programs is voluntary and, as such, attendance at a Newpin program may never be described to parents as being compulsory. However, it is important to recognise that, when attendance at a parenting program is an essential component for a care plan/restoration plan, parents may feel they have little choice.

Making a Referral to Newpin

1. The referral process for FaCS caseworkers follows the protocols as outlined in the Social Benefit Bond contract. Other referring agencies complete the Newpin Referral Form with the parent and forward it to Newpin.
2. The parent/s will then be contacted by the Newpin Coordinator/Family Worker to make a mutually agreed appointment to meet for the Initial Visit. The visit takes place in the family's home and includes both parents where applicable. Initial contact with the family is made within two weeks of receiving the referral.
3. The referrer or referring agency is advised of the outcome of the initial visit and whether or not the parent/s has decided to attend the program.
4. The referrer or referring agency is also advised by Newpin when a parent leaves Newpin or if they fail to engage, despite the best efforts of staff.

Inappropriate Referrals

From time to time, it will be evident that Newpin is not suitable for a particular parent or family. The Coordinator or Family Worker may be able to refer the parent on to other more appropriate services. If the parent or family were referred by another agency, it is essential that this agency is informed of any decisions made including the rationale for not accepting the parent into the program.

2.5 The Initial Visit

The visit marks the start of a parent's journey through Newpin. It should take place in the family's home and is usually conducted by the Coordinator and Family Worker. Wherever possible, the visit takes place within 2 weeks of the initial referral. If the date needs to be delayed for whatever reason, it is vitally important that the Coordinator stays in touch with the family until the eventual meeting can take place.

During the initial visit the parent/s and the Newpin staff discuss the program and talk about whether or not Newpin is right for the family. The decision as to whether the program will be suitable should be made by the prospective Newpin member or staff persons either during this meeting or shortly thereafter.

The visit should include an overview of the program and information gathering about the person which will assist in determining their attachment style, enabling the worker to best support them in becoming a Newpin member. It also provides an opportunity for the parent/s to begin to reflect on what changes they would like to achieve during their time in the program and allows collection of initial information for completion of the first NCFAS.

2.6 Case Conferences

Once a family has committed to the program the Newpin Coordinator arranges a meeting with the local CSC caseworker, the parent(s), relevant family members, significant others, relevant government & non-government agencies, including, where relevant, the NGO OOHC provider to discuss the proposed service intervention. This meeting is chaired by a UnitingCare Burnside manager.

2.7 Assessments and Reviews

Initial Assessment

When a member first comes to Newpin the Coordinator or Family Worker sits with them to complete an initial NCFAS. This provides a baseline from which the staff and the Newpin member themselves can measure ongoing progress. NCFAS is an internationally recognised assessment scale which can be used to inform reports for the court and as an evaluation tool for the success of the program. This assessment forms the basis of the restoration case plan.

Ongoing Assessment

The NCFAS is conducted at six monthly intervals, is always to be carried out together with the Newpin member and should include self evaluation and feedback from staff. Home visits are conducted during the completion of each NCFAS. The restoration case plan is updated following the completion of each NCFAS.

Member Reviews/Core Strengths

Newpin staff meet once a week to reflect upon their observations and review the progress of the members. The purpose of the review is to share information about a family, to identify strengths, to highlight challenges and to develop strategies to address particular issues. Member Reviews are also used to identify the need for referral to specialist services for adults and children.

The Newpin program aims to support parents to develop the emotional stages that they missed out on as a result of their negative childhood experiences. Trauma informed practice requires a consistent and planned approach. Thus review meetings are used to decide '**what, who and where**'. What is the issue that needs to be addressed? Who is the best person to talk to the member? Should this take place in a formal setting, such as a meeting room, or would it be best to be tackled more informally?

Discussions are centred around Dr Bruce Perry's six Core Strengths of: Attachment; Self Regulation; Affiliation; Attunement; Tolerance and Respect. See 'The Core Strengths for Reviews' form included in the appendices.

Final Assessment

The final NCFAS is based on ongoing evaluation of progression through the program, including, the completion of goals, the Personal Development Program modules and participation in the Therapeutic Support Groups. As with each NCFAS, this is done in close consultation with the parent/s both at home and within the Newpin centre.

All relevant agencies will be notified upon the family's completion of the program.

2.8 Therapeutic Support Groups

Newpin programs run weekly Therapeutic Support Groups (TSG) for parents. These groups are facilitated by the Coordinator or Family Worker and provide a safe and secure space for parents to explore their feelings, their experiences and their relationships with their children and others.

These groups run at the same time each week and all parents attending Newpin will join the group when they feel sufficiently attached to Newpin and when their child/ren are settled into the routine of the playroom. These groups only run during school term time. Wherever possible, new participants or group members are introduced to the group at the start of a new term.

Group facilitation is modelled on the Newpin core values and practice and includes a strengths-based framework of therapeutic group work. The group facilitator needs to be experienced in therapeutic group work and have a good understanding of group dynamics.

Throughout their time at Newpin, parents continually attend the Therapeutic Support Group, and they demonstrate their personal growth and development through their increased participation in this group and all other centre activities.

2.9 The Personal Development Program (PDP)

The Personal Development Program (PDP) is fundamental to the Newpin program. The following outlines the content of the individual units that comprise the PDP. It is expected that every Newpin will run these programs based on one unit per school term.

Block 1: The SEERS (Support, Equality, Empathy, Respect and Self-Determination) Course

The aims of the SEERS course include enabling parents to develop their skills in recognising and incorporating these values into their daily relationships, in empowering themselves and their children and in supporting other members of Newpin.

Block 2: The Family Play Program

The aims of the Family Play Program include providing small group opportunities for parents and children to build secure attachments through engaging in fun and creative activities.

Block 3: Our Skills as Parents

The overall aims of Our Skills as Parents are for parents to explore their feelings about being a parent, to develop their self-esteem and identity, build confidence in their role as a parent and to further their understanding of the needs of the child.

Block 4: Keeping Children Safe

Keeping Children Safe aims to assist parents/carers to develop a variety of tools and skills to help protect children and to create a safe environment for children and young people. This includes a session on restoration, specifically targeting families with children who are currently, or have been, in the care system.

Block 5: The Importance of Play

The Importance of Play is a group work program informed by attachment theory, play therapy and child development. The program is run for all parents and children in the centre and comprises a combination of theoretical and experiential learning.

There are additional units that are delivered to fathers. These are:

Block 6: Fathering Today

Fathering Today explores how the role of fathering has changed and focuses on building good communication techniques and appropriate parenting strategies.

Block 7: Conflict Resolution

The Conflict Resolution module looks at triggers that promote conflict, the impact that conflict has on relationships and conflict escalation based on anger levels. It also examines ways of managing the awareness of anger and provides tools to assist in managing difficult feelings.

Block 8: Family Relationships

The Family Relationships Program seeks to develop stronger family relationships by examining some of the particular challenges men face. This includes identifying patterns that exist in family relationships and exploring appropriate ways to deal with difficult emotions.

2.10 Other Key Components of the Newpin Program (Restoration)

Other elements that contribute to the running of a successful Newpin Program (Restoration) include:

- Transparent and honest communication with Newpin members and government and non-government colleagues (as per Section 16 A , Children and Young Persons (Care and Protection) Act 1998
- Peer Support (also known as Befriending) is included in the program model. This is an important component of Newpin and the 'Befriender' module is generally run once new members have embraced the core values and have attended the Personal Development Program
- A welcoming, safe and supportive environment – this includes all aspects of the centre including the Lounge Room, Group or Meeting Room and the Playroom (Refer to Section 6 – Building and Equipment)
- The provision of creative and therapeutic play opportunities for the children and their parents
- Participation in the annual Newpin Quality Assurance system which ensures effective monitoring and evaluation of the program

These are implemented into the Newpin program through:

- The intensity and length of the program
- Undertaking individual in-home assessments (the Initial Visit) for all referred parents/families
- Wherever possible, ensuring peer support or the support of a 'Befriender' to new parents/carers
- The provision of one-on-one support for parents who are not yet in a support group. This includes the planning of therapeutic support systems that are appropriate to the needs of the individual families
- The delivery of the Newpin Personal Development Program (PDP) units
- The provision of Therapeutic Support Groups for members
- A well-equipped playroom for the children that incorporates a planned and developmentally appropriate play program overseen and implemented by trained staff. The play program should also include plenty of opportunities for parents and children to interact and enjoy play together

- Informal time spent in the centre out of groups where members are able to socialise with each other and spend quality time with their children
- Members meetings, in which Newpin members have a say about issues cropping up in the centre and suggest solutions
- The delivery of and/or support in accessing life skills or vocational training programs for parents ready to leave Newpin

Additionally, the following environmental factors or standards are significant contributors to the successful implementation and subsequent operation of a Newpin program:

- **Safety** – the provision of a physically and emotionally safe place for both the parent and the child
- **Unconditional positive regard** – this requires that staff work empathically and in partnership with the parent in the best interests of the child and that they implement the Newpin values of support, empathy, equality, respect and self determination
- **Intensive service delivery** - with parents and their children attending Newpin at least twice a week for an eighteen month (on average) period
- **Learning in practice** – the provision of a mixture of formal and informal activities that encourage relationship development and the direct application of new skills and insights
- **Social connections** – facilitation of activities that enhance connections between members and the community
- **Sharing and mutual support** –evidence indicates that this enables the provision of intensive therapeutic service without creating dependency

All of the key elements and environmental factors of the Newpin model outlined above, are incorporated into the Newpin Quality Assurance (or QA) Standards. All aspects of Newpin QA are outlined in a separate manual available from Newpin Australia, (see **Newpin Accreditation and Evaluation Manual**).

2.11 Moving on from Newpin – Program Completion

Transition Plans

When a family is reaching the end of their time in Newpin and their child has been home for approximately six months, the Family Worker or Coordinator will work with them to develop a Transition Plan. The Transition Plan identifies the external agencies (schools, pre-schools, TAFE, playgroups, Community Centres, etc) and support systems that the Newpin family will benefit from being connected to, prior to them leaving the program.

The Coordinator or the Family Worker may run additional PDP modules such as a Life Skills course, particularly if there are several members ready to move on from Newpin at the same time. Alternatively, TAFE may come to the centre to run a specific unit for Newpin parents (e.g. Women into Work program).

Ex-Newpin members are encouraged to visit once a term to meet new members for morning tea. Dates are set for up to 12 months in advance in order that the attachment of members leaving the program is maintained at an appropriate level.

Sample Newpin Week

	Monday	Tuesday	Wednesday (no contact visits)	Thursday	Friday
9.30am	<i>Transporting families to Centre</i>				<i>Transporting fathers and children to Centre</i>
10.30am	Therapeutic Support Group A (TSG)	Personal Development Program A (PDP)	Therapeutic Support Group B (TSG)	Personal Development Program B (PDP)	
12.00noon	<i>Pre-school aged children arrive for contact visits</i>				
12.15 – 1.00pm	<i>Lunchtime (Staff support the parents and children during this time)</i>				
1.00pm	Therapeutic play promoting bonding and attachment	Family Play Program*	Therapeutic play promoting bonding and attachment	Additional parent and child programs**, visits from Child Health Nurse and/or other specialist input; members meetings; etc.	Therapeutic play promoting bonding and attachment
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			Therapeutic play promoting bonding and attachment	Additional parent and child programs**, visits from Child Health Nurse and/or other specialist input; members meetings; etc.	Family Play Program
2.30pm	<i>Transporting families home</i>				
3.00 -4.00pm	Contact between primary school aged children and their parents		Staff supervision and home visits	Case reviews	Team meeting
4.00-5.00pm					<i>Transporting fathers and children home</i>
6.00 – 9.00pm	PDP and TSG for fathers				

*Family Play Program – Individualised parent child module for a maximum of 2 parents and 2 children in each session

**e.g. Walking the Talk (Speech & language development), PALS – Playing and Learning to Socialise (supporting school readiness)