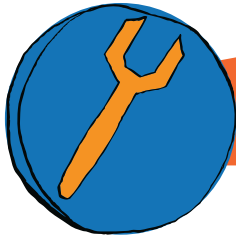


Who ELSE MATTERS?



TOOL 6G HOLDING IT TOGETHER

LINKED TO:

- Sections 1.6, 2.11 & 6.9



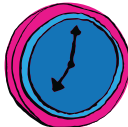
WHY?

- To help plan ongoing support for children and families
- To alleviate children's fears about losing support after exiting program
- To identify alternative options



WHO WITH?

- Children 8+ and families



TIME?

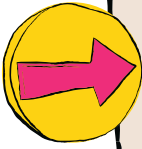
- Ongoing



YOU'LL NEED?

- Copies of the form
- A copy of the child and family's case plan

Who ELSE MATTERS?



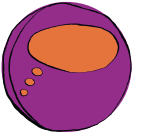
WHAT TO DO:

- In the first column work with the child to identify the supports that they are currently receiving from you and from your service
- In the second column identify any supports that you have arranged that can mirror or take up the support that you have been providing if ongoing assistance is required
- In the third column list the contact details of alternative programs / supports that are available



SOMETHING DIFFERENT?

- This activity can be documented using Tool # “Here and there”



TO THINK ABOUT:

- Transition planning is essential and is best when it begins when the child and family first access your service. Children tell us that it can be traumatic not knowing how their family is going to be supported after they leave your program and workers tell us that they feel anxious for families who have left without making plans. A document like this should be included in all case plans and be filled out regularly.



HAZARD ZONES:

- Children can feel set up if you list supports and resources that have not been pre-arranged and co-ordinated. Make sure that contact is made with the programs that you list in column two (and three if possible) so that they know what is necessary and how things will proceed.

Who ELSE MATTERS?



HOLDING IT TOGETHER

What our service does with you	What else we have planned	Where else you might get help

SOME KEY NUMBERS FOR YOU: