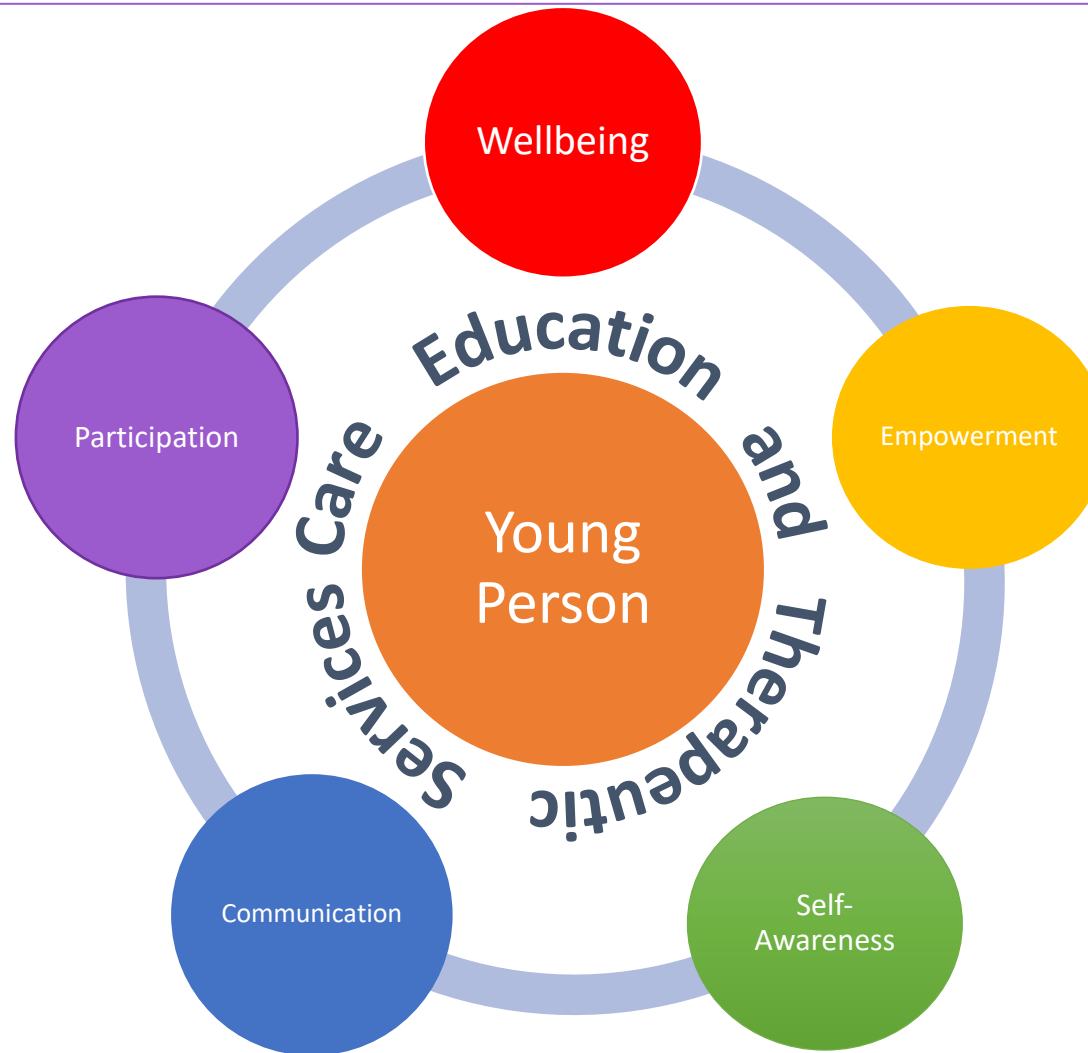




My3 Therapeutic Model: *Live – Learn – Grow*





Here at My3 we provide the hands that can work with individuals, teams and across entire organisations to support strategic, purpose-driven change and cultural transformation so that a young person can live, learn and grow into their full potential.

We wanted to provide a model of care that helped to explain the therapeutic value of the service the organisation provides and how this is embedded and implemented throughout the process.

We have identified 5 factors Wellbeing, Empowerment Self-awareness, Communication and Participation as indicators to help make it easier for a young person to discuss how they are doing at a point in time and if there is a need for support or intervention.

Wellbeing of is at the heart of the My3 approach so that a young person can grow up feeling cared for, safe, respected and can realise their full potential.

My3 believes that every young person should be **empowered** to be **self-aware** and have the confidence to **communicate** and **participate** at home, in school and the wider community.

As each young person is unique there is no set level of wellbeing that should be achieved – every person is helped to reach their full potential as an individual.

The 5 factors indicated help make it easier for everyone to be consistent in how they consider the quality of a young person's life at a particular point in time.

My3 staff and young people can use these factors to identify what help a young person needs to access the right support or advice.



Wellbeing:

To encourage a balanced lifestyle which will create positive wellbeing with the young people we support.

We use indicators of wellbeing to give a comprehensive overview of how a young person is doing across all aspects of their emotional and physical health and wellbeing, and to identify if there is a need for support. Where a specific need is identified, we support young people to access relevant local services, and also provide support via our own therapeutic services.

This can be achieved by:

- Providing a safe and nurturing environment which promotes healthy personal development. Ensuring protection from abuse, neglect or harm. Access to positive relationships and support.
- Maintaining good physical health – ensuring access to the appropriate health services such as doctors, dentist, opticians etc.
- Promoting healthy and nutritious lifestyle- nutritious eating plans, physical activity programmes, sleep hygiene plans.
- Balanced lifestyle- support to engage in a range of purposeful and meaningful activity in areas of self-care, productivity and leisure.
- Development of clear understanding of roles and responsibilities and support to meet these.



Empowerment

To support the young people within our care to recognise they are empowered and achieve independence where possible.

We aim to work alongside young people in a collaborative way; ensuring that they have involvement in and ownership of their plans. We aim to increase independent living, problem-solving, and thinking skills in order to improve quality of life and reduce the impact of barriers. We celebrate every success; giving young people a feeling of pride and achievement, and improving their confidence and self-esteem.

This can be achieved by:

- Supporting development of independence skills – self-care, domestic skills, preparing for employment.
- Encourage the young person to take responsibility and be accountable for their own choices and decisions.
- Reflective practice- used to explore past experience and considering what can be learned from these and used to improved future experiences (careful not to step into the realms of therapy).
- Promote creativity- help the young person to learn how to adapt and problem solve to overcome barriers.
- Improve Self Esteem and Confidence – effectively expressing their wants and needs, and ensuring these are met safely.
- Resilience building – learning to cope with and overcome disappointment, changes in plans, breakdown of relationships.



Self-awareness

To foster self-awareness and allow the young people to develop skills in self-regulation.

We aim to provide an environment in which young people can explore their identity and feel proud of their differences, without pressure to mask or try to fit in. We support young people to develop their self-confidence and resilience, and we adopt a collaborative approach to risk management; teaching young people skills which allow them to be aware of their own needs, preferences, and differences so that they can learn to self-regulate and manage their own risks.

This can be achieved by:

- Educating in emotion regulation- being able to recognise and label emotions and build skills in how to effectively respond to and manage these.
- Providing a nurturing home within a family setting and with additional help if needed – modelling and fostering appropriate and effective relationships.
- Self-identity – building confidence in their own identity and how to safely and effectively express this. Explore and expand leisure interests and peer relationships.
- Sensory aware – understanding of sensory needs and recognise potential trigger, exploring how to effectively plan for and manage sensory experiences.



Communication

To promote the achievement of effective social communication and interaction skills in the young people we support

We recognise all forms of communication as valid and aim to ensure that all young people have the tools to make their needs, wishes, and feelings known as well as being able to engage in reciprocal social discussion. Our staff are trained in a variety of different communication approaches so that they can successfully support young people whatever their preferred method of communication.

This can be achieved by:

- Providing the opportunity to be heard and be involved in decisions about themselves.
- Respecting their opinion and decisions even when these may not be the ones we would make for them (considering competence in the process)
- Support improvement receptive skills – considering how best to share important information and ensure that the message is understood.
- Encouraging collaborative engagement to build skills in social skills.
- Utilising alternative and augmented communication (AAC) where appropriate – such as forms of gestural or sign supported communication, visual rather than verbal.



Participation

To inspire the young people we support to participate as fully as possible in society and attain their full potential

We aim to support young people to participate fully in their chosen education or training pathway, and to find meaningful work experience or employment as appropriate. We support young people's engagement in leisure and social activities and staff will try out new things with young people to help expand their experiences. We encourage young people to participate in reviews and meetings about their care, education, and therapy at a level which is relevant and meaningful to them.

This can be achieved by:

- Providing help to overcome social, educational, physical and economic inequalities.
- Identifying opportunities and encouragement to choose and play active and responsible roles with guidance and support as needed – community engagement where appropriate.
- Promote inclusion – actively engage in a range of identified leisure interests and support exploration of a broader range of interests.
- Provide support so the young person can manage transitions and successfully adapt to change manage uncertainty
- Identify the best education opportunities and support achievement of qualifications that will support life aspirations.
- Encourage the young person to effectively contribute to society through engagement in the community.