

LEARNER WORKBOOK

Unit 20 – Referral and Assessment



RSAS Training Strategy Project 2018



Activity 1: Discussion

Time required: 5 to 7 minutes

Instructions:

Consider the following questions in your team:

- What is a referral?
- Why are referrals important for people and families in our community?
- Why is it a good thing to help people and families get supports?
- What are the challenges? What role can RSAS teams play in assessing and referring people to supports?





Activity 2: How do we do assessments in our RSAS work?

Time required: 10 minutes

Instructions:

- What are some of the 'needs' that you know some families in your community have?
- What are the ways we could assess the needs of our families in RSAS?
- What are the skills RSAS teams need to make an assessment of what a family needs?



Activity 3: Developing our Stakeholder Directory

Time required: 20 – 30 minutes

Instructions:

For this activity, you can either:

- Review your teams own Stakeholder Directory.
- Work as a team to map out your community's directory using the following template.
- If you think a service does not exist or you do not know of a contact for the service, how might you go about finding out?
- Does your team have a good relationship with the service contact? Does your team have regular discussions/meetings with the service contact?

Issue	Service Name	Services Offered	How can they help our families	How do people connect with them?
<ul style="list-style-type: none">• Kids on the street after school wandering around causing trouble• No safe spaces for kids to play• No sporting equipment• Kids hungry	<ul style="list-style-type: none">• PCYC	<ul style="list-style-type: none">• Afterschool Programme• Kidicook healthy eating programme• Sports	<ul style="list-style-type: none">• Supervised activities including basketball, football and drama• Kidicook-out program: PCYC teach kids to cook simple nutritious one pot meals• Safe space for children to gather for activities (parents are also welcome and would benefit from interaction)• Gold coin donation to help cover costs of food. Decreases entitlement and parental abrogation in not contributing to children's basic needs (food).	<ul style="list-style-type: none">• Contact Alicia at the PCYC• Telephone: (08) 9213 4567



Activity 4: Interactive Role Play

Time required: 20 minutes

Instructions:

- a) Divide into groups of three or four.
- b) Choose a scenario from the below.
- c) Discuss how you would approach it:
 - What information would you need to assess the needs of the family?
 - What kind of referrals might you make in this scenario? E.g. what kind of services do you think you might make a referral to??
 - How would you approach making the referral?
- d) Once you have discussed, role play how you would make the referral.

Scenario 1

Mum, Pat and Dad, Teddy are heavy drinkers. They have six children under 15 years. The little kids don't want to go home to the drinking and are now sleeping at other family members houses. This has put pressure on extended family as there's not enough money to feed more mouths. The 15-year-old, Isaac; a great footy player is starting to drink and has been humbugging to buy grog.

Scenario 2

Students, Jayde 5, Sasha 9 and Dante 11 live with their grandmother. Nan is a heavy gambler. The children can't get to sleep at night because of 'late night' card games. Nan has very little money now to buy food for her 'grannies'. Kids refuse to go to school saying that they are too hungry.

Scenario 3

Tayla is a young mum, with 3 children under 6 years wants to get away from abusive partner. She is trying hard to get the kids to school but has no support structures.

Scenario 4

The Wilson family are slowly paying off fines and have little to no money for school clothes and shoes. The children are shame to go to school because of their clothing. If fines aren't paid soon though, there may be a bench warrant issued for Mum.

Scenario 5

Cassandra, a fourteen-year-old female student has to look after her chronically sick grandmother. Mum is in prison and her dad left home when Cassandra was five. Cassandra is missing school and arriving late when she does attend. Cassandra is tired and obviously not coping. She really likes school and wants to go to boarding school to get away from everything.

Scenario 6

Sheniqua, is a student aged 10 with diagnosed epilepsy. Her mum is a single parent. There are three other children in her care aged 3, 5 and 7. Mum is very tired and not complying with drug regime for her epilepsy. Sheniqua's seizures are increasing and last occasion lead to physical

injury. Sheniqua loves school and teachers ensure she complies with medication whilst on school grounds.

Scenario 7

JB, a fifteen-year-old student has been attending a boarding school. JB attended the local school prior to studying away from home and knows the RSAS team very well. He returns to the community each school holidays. JB refused to fly to the city for the new term stating that he gets too home sick. However, JB is doing very well in boarding school. Mum and dad don't know how to get JB back to boarding school.

Scenario 8

Five young boys from 3 different family groups have been sniffing glue and line marker paint. Gossip around town is that they stole the items from a local contractor's ute. Last term all of these students were re-engaged in school. However, this term they have been either suspended or attended for the first period then left the school premises.

The RSAS staff know all of the families and were involved in re-engaging them back to school last term. The parents do not know what to do next. One dad gave his son a flogging the other night when he returned home at 11:00pm under the influence of glue.

Scenario 9

Ten families live out at the place they call 'the well', a reserve approximately 15kms out of town. A free bus service picks the kids up in the morning and drops them off after school. Most of the kids used to attend school happily but following the suicide of a teenager in town, the death of a respected elder and the passing of a young mum, the older kids (11 – 15 years) have refused to come to school.

Parents have tried to get them on the bus in the mornings but they refuse to go. Increasingly they swear at their parents and there have been minor scuffles. Now some of the younger kids are refusing to get on the bus. The community has had enough and have asked RSASs staff for help.

Scenario 10

JT is a 10 year old boy whose attendance at school is patchy. There is some history between JT's family and a few of the kids at school. JT is often seen by himself around community. When he is on the school grounds, you see that some of the other kids are quick to push or call out things to him that result in him being angry and pushing for a fight.

Scenario 11

Amber 12 years old, and is a good student who attends school most days. She is the eldest of four in her family, and lives with her mother, father and Aunty. Lately, she has become withdrawn, and has stopped turning up to school. There have been quite a few people staying Amber's house in the previous few months, including Eric who is 21. Talk around school is that he is now Amber's 'boyfriend'. Amber is distressed when this is mentioned, but doesn't want to talk about it.

Scenario 12

The Williamson and the Rogers family are two of the key family groups in community. The families have a difficult history, which stems back many years. Jesse and Rose in the RSAS team have connections to each family group respectively. Two of the families are currently not speaking. This flares up at school, when two of the children from each family getting a fight a lunchtime. School attendance is starting to be impacted, and there is tension in the RSAS team.

Note Page:



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