

## Top research priorities for joining up services to support care experienced young people with unmet emotional and behavioural needs

### Top 10 research priorities decided by workshop attendees

1. **Early Identification** - How can services work together to identify care-experienced children and young people with unmet emotional and behavioural needs at an early stage, especially those who are at risk (for example of school exclusion, substance misuse, homelessness, child sexual exploitation/child criminal exploitation, involvement with youth justice) so they can receive care and support to prevent these risks, or the development of a mental health issue, from occurring? And what are benefits in terms of outcomes for young people and cost benefits of this early intervention?
2. **Joint decision making** - How can care-experienced children and young people with unmet emotional and behavioural needs be more involved in the decisions that affect them? What benefits or challenges might this way of working bring?
3. **Multi agency working** - How can statutory services (social services, health, education) and third sector organisations (charities) work in a way that complement each other to provide the right care and support, at the right time, to care-experienced children and young people with unmet emotional and behavioural needs?
4. **Support before a mental health diagnosis** - What support would most benefit care-experienced children and young people with unmet emotional and behavioural needs waiting for a mental health diagnosis and/or waiting to access mental health services?
5. **Putting the young person at the centre of practice** - How can services work together to make sure that listening, understanding of care-experienced young person's needs, and gaining their trust, are at the centre of practice? How does this impact on the support the child or young person receives?
6. **Planning for adulthood** - How can services work together to provide seamless planning and support to care-experienced young people for their emotional and behavioural needs when they are transitioning to adulthood?
7. **Complex and co-occurring needs** - How can services work together to better support care-experienced children and young people with unmet emotional and behavioural needs where there are complex, co-occurring needs around additional learning needs and/or neurodivergence?
8. **Trauma informed approaches** - Does working in a trauma-informed way across services help children and young people with their unmet emotional and behavioural needs? What difference does this make to their outcomes?

9. **Role and responsibilities of different services** - How can services better understand each other's roles and responsibilities (including use of language, eligibility for services and service pathways) so they can decide who takes the lead and provide more seamless care and support to care-experienced children and young people?
10. **Health and social care working together** - What opportunities are there for closer working between Health and Social Services, and what are the potential benefits or drawbacks of this for the care and support that care-experienced young people receive?

### **Research priorities discussed in the workshop but not included in the top 10**

11. How can emotional and behavioural support be provided in the community for care-experienced children and young people with unmet emotional and behavioural needs? What evidence is there to support this approach? For example, community hubs, a 'one stop shop' providing multiple types of support and advice.
12. How could services work together to provide practical life skills and self-care training for care-experienced young people and their families to help them manage emotions and behaviours and build resilience?
13. What are the organisational barriers (practical or cultural) to providing a care and support service that puts the child's needs first? How can these barriers be overcome?
14. What can be done to make sure that care-experienced children and young people are not disadvantaged by moving across local or national boundaries?
15. How can services work with children and young people with care-experience to decide the most suitable setting for them to receive care and support for their unmet emotional and behaviour needs? For example, at school, at home
16. What is the most effective way to share information and deliver training about trauma informed approaches throughout organisations, to help embed them consistently and sustainably across services?

### **Questions identified from initial survey but not voted highly enough in the second survey to be discussed in the workshop**

17. How best can care and support services be shared, promoted, or advertised so care-experienced children and young people with unmet emotional and behavioural needs can understand the care and support available to them and how to access it?
18. How do medical definitions of mental health affect the support provided to care-experienced young people with unmet emotional and behavioural needs (e.g. for referrals and assessments)? What alternatives are there to using medical definitions of mental health for making decisions on care and support options?

19. How effective are restorative approaches (those focussing on building and repairing relationships) in supporting care experienced children and young with their unmet emotional and behavioural needs. How can these be implemented across services?
20. How can we improve the understanding of people working across all services of what having care- or edge-of-care-experience is like? What impact would this have to the care and support children and young people have for their emotional and behavioural needs?
21. How effective are multi-disciplinary services based in educational settings (schools, further education, higher education and alternative education providers) for delivering care and support for children and young people with unmet emotional and behavioural needs? How can these be designed with the young person in mind?
22. Could opportunities for practitioner networking and communities of practice involving all services improve the care and support of care-experienced young people with unmet emotional and behavioural needs?
23. How effective are multi-disciplinary teams and liaison roles between services (health, social care, education) in improving outcomes for care-experienced children and young people with unmet emotional and behavioural needs?
24. How best can care and support services be mapped and/or knowledge from mapping be shared to highlight gaps in provision, and to inform people working in different services about what support is available to who and where?
25. What opportunities are there for cross-regional approaches or interventions to oversee referrals and allocations across Wales for care-experienced children and young people with unmet emotional and behavioural needs. What are the benefits and drawbacks of these?
26. How effective are multi-agency interventions in building emotional resilience, and developing coping mechanisms and emotional literacy, in care-experienced children and young people with unmet emotional and behavioural needs?