



MEITHEAL - GRÚPA DAOINE AG OBAIR LE CHÉILE

A NATIONAL PRACTICE MODEL FOR ALL
AGENCIES WORKING WITH CHILDREN,
YOUNG PEOPLE AND THEIR FAMILIES

Child and Family Agency

ACKNOWLEDGEMENTS

The Meitheal Model and supporting documentation are primarily informed by the experiences of the Identification of Need (ION) Project in Sligo Leitrim and the Limerick Assessment of Needs (LANS) Project in Limerick City. These initiatives, and the Meitheal in turn, are informed by the Scottish Government's National Practice Model and the UK Common Assessment Framework.

The overall CFA Family Support Programme of work has been supported by The Atlantic Philanthropies.

ISBN: 978-1-905861-19-4

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1.0

INTRODUCTION

The Working Together for Children Initiative (2011) led by the Department of Children and Youth Affairs (DCYA) provides the mandate and impetus for more integrated working between relevant agencies to improve developmental outcomes for all children. The Child and Family Agency Bill 2013 provides for the bringing together of a range of existing services to children and families into one agency. The Agency's functions will include maintaining and developing support services, including support services in local communities in order to support and promote the development, welfare and protection of children and to support and encourage the effective functioning of families. In so doing the Agency will promote enhanced inter-agency cooperation to ensure that services for children are co-ordinated and provide an integrated response to the needs of children and their families. The Bill also provides that the principles of the best interests of the child and of participation are applied to the Agency's work.

In order to facilitate integrated working at the front line there is a need to develop a common approach to practice across all agencies that touch on the lives of children and families. A common approach to practice will help to ensure the participation of parents and children in all matters affecting them and promote inter-professional learning. **Meitheal is an old Irish term that describes how neighbours would come together to assist in the saving of crops or other tasks. In this context Meitheal is a National Practice Model to ensure that the needs and strengths of children and their families are effectively identified and understood and responded to in a timely way so that children and families get the help and support needed to improve children's outcomes and realise their rights.** The model is also intended to avoid duplication and particularly the need for families to repeatedly retell their story. This document envisages that in time, system-wide baseline and follow-up standardised measures will help demonstrate the effectiveness of multi-

agency working. The Meitheal Model is a key driver of the development of an area-based approach to prevention, partnership and family support through local area pathways as part of the National Service Delivery Framework of the Child and Family Agency. This document should be read in conjunction with the Guidance for the Implementation of an Area Based Approach to Prevention, Partnership and Family Support.

As a standardised approach, Meitheal aims to ensure that children and families receive support and help in an integrated and coordinated way that is easily accessible to them. It is normally targeted at those children with unmet additional needs which, if left unmet, place children at risk of poor outcomes. Meitheal can be utilised by all practitioners in different agencies so that they can communicate and work together more effectively to bring together the requisite range of expertise, knowledge and skill to meet these needs at the earliest opportunity. The

Meitheal Model will be led and coordinated by the Child and Family Agency (CFA) and will ensure families who do not require children and family social work intervention receive preventative support.

Multi-agency models of assessment and intervention have been trialled in two sites in Ireland: the Identification of Need process in Sligo/Leitrim and Donegal (ION) and the Limerick Assessment of Need System (LANS). These initiatives were themselves heavily influenced by the UK Common Assessment Framework (CAF), initially developed in North Lincolnshire and the My World Triangle developed by the Scottish Government. The Meitheal National Practice Model has been informed primarily by the ION and LANS projects, but also the work undertaken by the National Educational Welfare Board, One Child, One Plan, the Child Health Needs Assessment Framework process (Midlands); Women's Aid Early Identification of Domestic Violence Work with the Family Support Agency; the Mol on Óige initiative in Mayo and Roscommon and the Young People at Risk (YPAR) model and Inter Agency Working Agreement in Dublin City North.

Meitheal is quite simply a model of practice through which agencies change the nature of their existing work; In this model, a Lead Practitioner identifies a child's and their families' needs and strengths and then, if the identified needs require it, brings together a team around the child to deliver preventative support that is outcomes-focused, planned, documented and reviewed over time. The support offered should be planned in a highly participatory manner and directed by the child or young person and their family. Meitheal is both the overall name for the practice model and, specifically the Irish name that equates to the team-around-the-child concept.

The principles underpinning the Meitheal Model are:

- **Parents are made aware at the outset that child protection concerns in relation to their child or children will be referred to the Children and Families Social Work service in line with Children First Guidance, 2011.**
- **It is a voluntary process – all aspects - from the decision to enter this process, to the nature of information to be shared, outcomes desired, support delivered, agencies to be involved to the end point of the process - are led by the parents/ caregivers and child.**
- **A Meitheal meeting cannot take place without the involvement of at least one parent or young person.**
- **The Meitheal Model looks at the whole child in an holistic manner, in the context of his or her family and environment. It takes into account strengths and resilience as well as difficulties and needs.**
- **It privileges the voices of the parent/ carer and child, recognising them as experts in their own situations and assisting them to identify their needs and ways of meeting them.**
- **The Meitheal model is aligned with the wider Child and Family Support Agency Service Delivery Framework.**
- **The Meitheal Model should be outcomes-focused and should be implemented through a Lead Practitioner.**

2.0

MAIN FORMS

Appendix 1 provides sample versions of the forms required to operate the Meitheal Model. The forms are designed to assist practitioners to identify and meet the needs and strengths of children and families. The forms included are:

- **A Preventative Support Request Form**
- **A Strengths and Needs Record Form**
- **A Planning and Review Form**
- **A Closure and Feedback form**

These forms are intended to help local areas set up the Meitheal Model and to ensure a degree of standardisation so that children and their families receive coherent and integrated support no matter where they live. The forms are also designed to encourage the participation of children and parents in the Meitheal Model. The forms are not designed to be overly prescriptive or to create a bureaucratic process, and should never become an obstacle to families receiving the support they need.

Appendix 2 provides optional additional forms that are not essential but have been identified as beneficial. These are:

- **An Outcomes Checklist¹**
- **A Translator Confidentiality Form**

More supports to implementation will follow, including a Toolkit for Practitioners, guides for parents, children and young people and practitioners, as well as a national standardised training and development programme.

¹ The outcomes checklist also serves as a baseline and follow up measure of the child's situation relative to the 5 national outcomes. It has been adapted from the Outcomes Framework, Westmidlands Children's Commissioning Partnership, 2008, available at [http://www.londondevelopmentcentre.org/cms/site/docs/The_West_Midlands_Outcomes_Framework_\(April_2008\)%5B1%5D.pdf](http://www.londondevelopmentcentre.org/cms/site/docs/The_West_Midlands_Outcomes_Framework_(April_2008)%5B1%5D.pdf)

3.0

STEP-BY-STEP GUIDE

This section provides details of the Meitheal Model to be operated under the leadership of the CFA. It provides local areas with a three-stage approach, with the overall process broken down into a series of steps (see process diagram below). The guide is intended to inform all practitioners working with children and families about the model, and to guide a Lead Practitioner in carrying out their role. The stages and steps below begin when it is clear that a family does not reach the threshold necessary for social work intervention. However, if a child protection concern arises Children First Guidance and legislation must be followed. The step- by-step guide specifically focuses on the following areas:

Stage 1: Preparation

Step 1: Identify needs and strengths and desired outcomes early on

Step 2: If at any stage you have child protection concerns follow Children First Guidance

Step 3: Introduce the Meitheal Model to the family

Step 4: Option to complete an needs outcomes checklist

Stage 2: Discussion

Step 5: Identification of needs and strengths

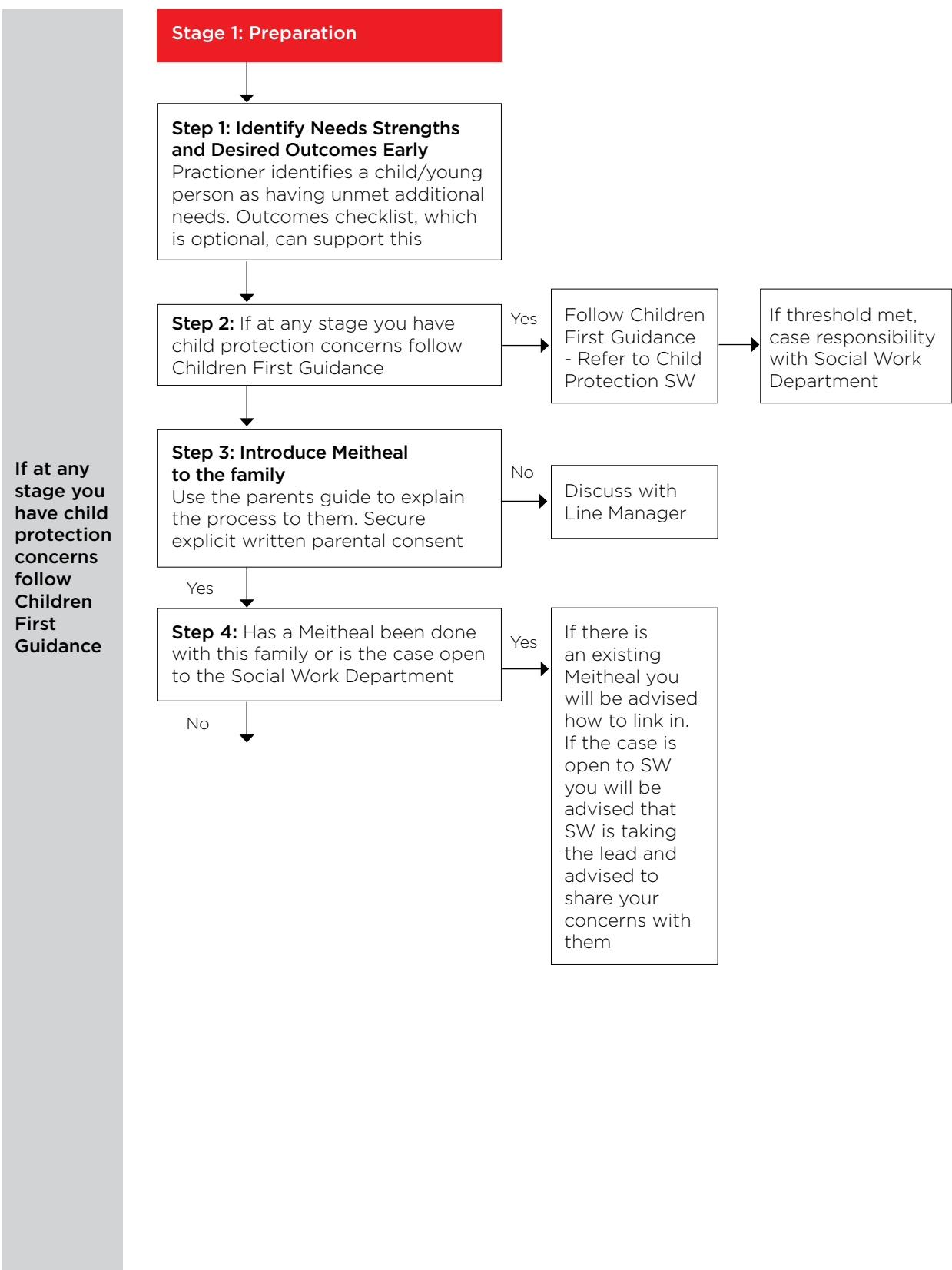
Step 6: Consider appropriate response

Stage 3: Delivery

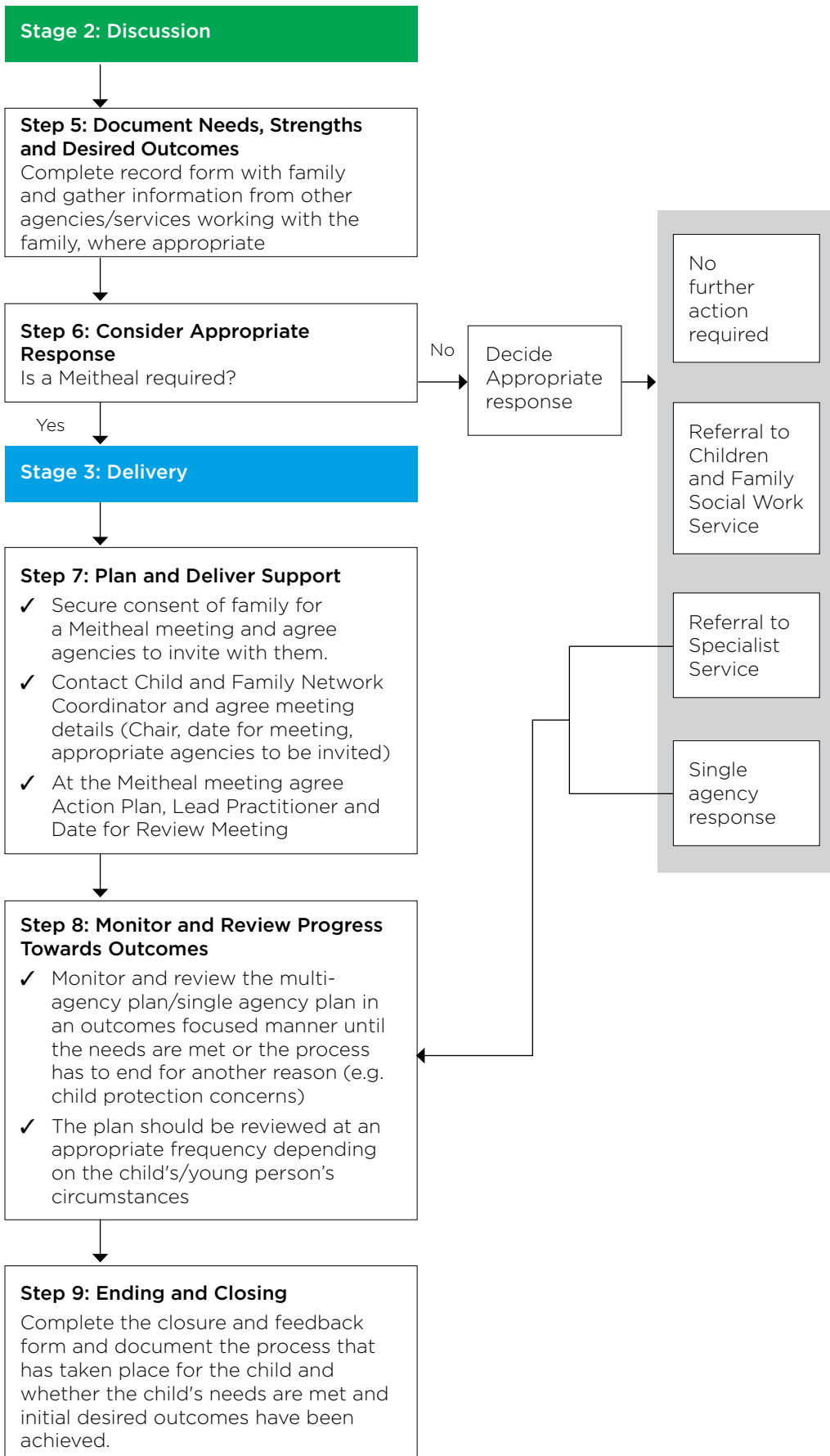
Step 7: Plan and deliver support

Step 8: Monitor and review progress

Step 9: Ending and closing



If at any stage you have child protection concerns follow Children First Guidance





STAGE 1 – PREPARATION

If at any stage during the operation of the Meitheal Model a practitioner has child protection concerns then the Children First Guidance, 2011 must be followed.

Step 1: Identify Needs Early

- Meitheal is about preventative support where children have unmet additional and/or complex needs that need to be responded to, but who do not require children and family social work intervention is not required. Whether or not a referral under Children First is required is not always clear, and referrers are encouraged under Section 3.4.2 of Children First to consult Children and Family Services in relation to their concerns.
- You do not need to undertake a Meitheal with every child you are working with – children who are progressing well or have needs that are already being responded to do not require a Meitheal.
- Similarly, you don't need to do a Meitheal where you have identified the child's needs and your service can meet them, or you know how to get the required help from another service, using established procedures.
- You might decide to undertake a Meitheal when you have concerns about how well the child is progressing; when their needs are unclear and/or broader than the remit of a single agency provider; where a range of services are involved but there is no clear overall plan for the child, or when the child/ family raises concerns with you in relation to the child's progress.
- When you are unsure whether a Meitheal is needed or not, the Outcomes Checklist can be used to help you make the decision. It also guides your conversation with parent(s) in explaining the reasons why you think a Meitheal would be of benefit to their child.

Step 2: Introduce Meitheal to the Family

- Keeping children safe is everyone's business. Children First, 2011 stipulates that society has a duty to care towards children and requires everyone working to be alert to the possibility of abuse. Second bullet: If at any stage you have child protection concerns follow Children First Guidance
- Use the Parent's Guide to introduce Meitheal to the parent(s). Explain that Meitheal is a Practice Model that it is used to identify their child's strengths and needs and recognises that parents want what is best for their child to grow, develop and be happy.
- If they are interested in Meitheal, you should explain about the checks that need to be undertaken and secure their consent for the checks to take place. It is essential to secure written parental consent for the checks and their engagement in the overall Meitheal Model before the Meitheal can proceed any further.
- Parental consent is secured in writing using the Meitheal Preventative Support Request Form.
- If the parent(s) do not consent to the Meitheal, you should have a discussion with your Line Manager to decide on the appropriate course of action to take – there may be scope to discuss the parents' fears/ concerns about Meitheal further with them and to overcome the barriers to their engagement.

Step 3: PRE-Meitheal Checks with the CFSN Coordinator

- Once parental consent has been secured, the next step is to check with the Child and Family Network Coordinator to determine whether the Meitheal can proceed. You will need to provide the following details for the check to be undertaken: Child's name; address; gender; date of birth; parent's name.
- If an existing Meitheal is in place or has recently been in place for the child, the CFSN Coordinator will link you to the Lead Practitioner so that you can discuss how best to link with the Meitheal.
- The CFSN Coordinator will also check with the Child and Family Social Work Service to see if the case is open to that system. If the case is open to Social Work, you will be informed of this and advised not to proceed with the Meitheal, as it is important that families not be involved in parallel processes. The CFSN Coordinator will inform you of the Social Worker assigned to the case, so that you can make contact with them to discuss your concerns and/or input into the child's plan. It is likely there will still be a need for supportive interventions from community based services.

Step 4: Option to complete an needs outcomes checklist

- The outcomes checklist will assist you in the preparation stage to confirm whether a Meitheal is required.
- It will also allow you to establish a baseline measure of where the child or young person is, relative to the 5 National Outcomes set out by the DCYA.
- This exercise can then be repeated when the Meitheal is being closed in order to assist with the measurement of progress towards outcomes.
- Additional guidance on how to complete the Outcomes checklist will be provided in the Meitheal toolkit and will be covered in Meitheal training.

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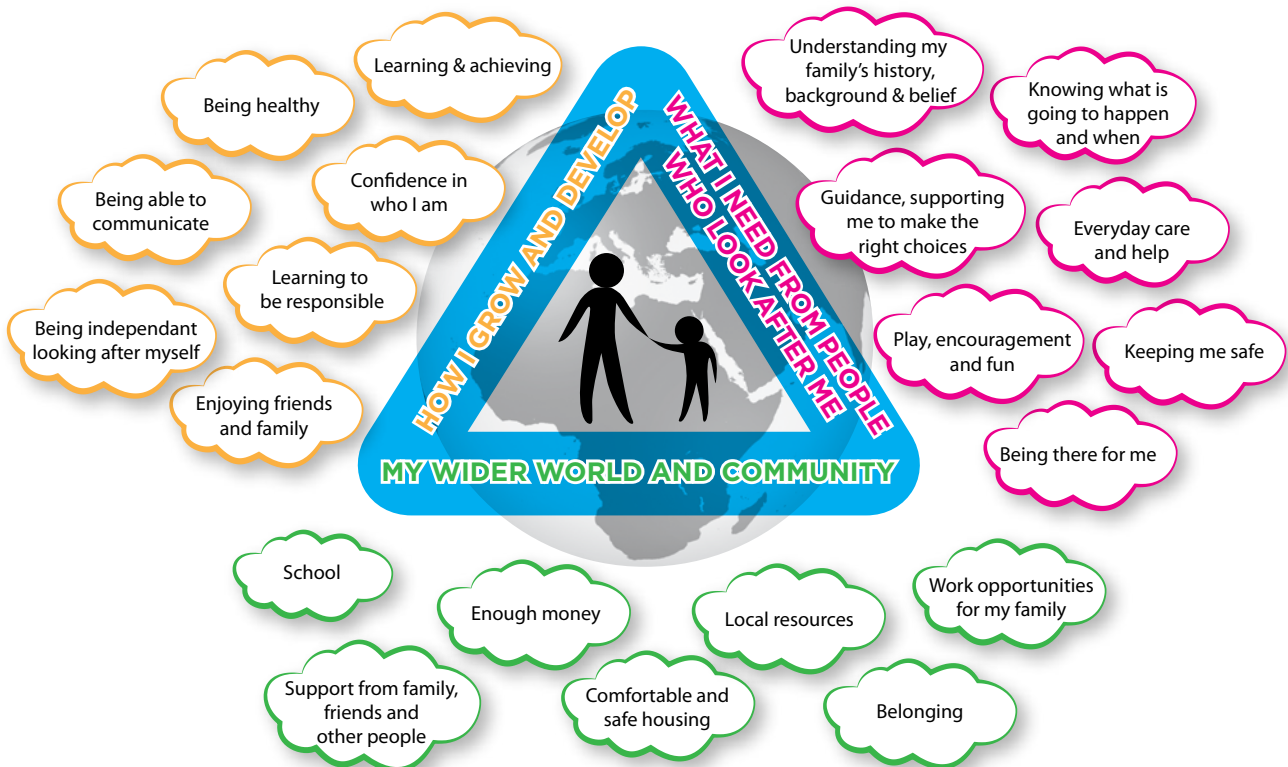
STAGE 2 – DISCUSSION

Step 5: Meitheal Strengths and Needs Record Form

- The Meitheal Strengths and Needs Record Form enables you to develop a snapshot picture of the child's life at a particular moment in time. It is a holistic framework and it collects information on the three domains of the My World Triangle (see diagram below).
- This information is collected through structured conversations/ discussions with the parent(s) that support them to tell their story and to identify any concerns they have in relation to their child.
- Information can also be collected, with parental consent, from key services supporting the child/ family, as agreed in the Preventative Support Request Form.
- It is also important to collect the views of the child/young person, where possible.
- Once you have collected the information, you should then organise it and record it within the headings contained in the Meitheal Strengths and Needs Record Form.
- You should then provide a copy of the Draft Meitheal Strengths and Needs Record Form to the parent(s) and have a discussion with them to complete/ finalise it.
- Send a copy of the completed Meitheal Strengths and Needs Record Form to the Child and Family Network Coordinator.

MY WORLD TRIANGLE

The whole health and development of the child or your person



Acknowledgment to the Scottish Government

Step 6: Consider Appropriate Response

- Once the Meitheal Strengths and Needs Record Form is finalised, you should then, in consultation with the parent(s), consider the appropriate response you need to take next.
- There are five possible responses, as follows:

- 1 Identified needs to be met by Lead Practitioner, working with other agencies as appropriate
- 2 Referral to Children & Family Social Work Service
- 3 Referral to single agency or specialist service
- 4 No further action required
- 5 Multi-agency response - call a Meitheal Support Meeting

- In some instances, more than one of the above responses may be required- for example, a multi-agency response and a referral to specialist service may be needed. In such an instance the specialist service can join the Meitheal for the period of time required to meet the child's needs.
- If a multi-agency response is required, discuss and agree with the parent(s) the appropriate services that should be included in the process.
- Record parental consent to include additional services and to share information with them on the Meitheal Strengths and Needs Record form. This can be done by naming the agency and having the parent initial and date their inclusion.

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STAGE 3 – DELIVERY

Step 7: Plan and Deliver Support

The For multi-agency responses:

- **CFSN Coordinator will work with you to secure a chair for the multi-agency meeting (if required).**
- **The purpose of the multi-agency meeting is to agree the following:**

1 Action Plan – identify who is doing what, by when, and the outcomes to be achieved. The actions should be based on the identified strengths and needs of the child through the Meitheal Needs Record Form.

2 Lead Practitioner

3 Date for the next Review Meeting

- **Parental expectations - the Lead Practitioner should have ongoing contact with the family to ensure that the Plan remains relevant to the strengths and needs of the child and that the family, both child and parents, are supported as active participants in the Meitheal.**
- **A copy of the action plan must be sent to all the partners to the plan, including the parent(s) and the CFSN Coordinator, within 10 working days.**

For single agency responses:

- **Identify and implement your single agency response that will meet the child's identified needs.**
- **Maintain engagement with the child and family.**

Step 8: Monitor and Review Progress

- **Implement and review the action plan for the child/young person to check if their needs are being met and/or if changes or additional actions are required.**
- **It is recommended that Review Meetings be organised based on the needs of the child and their action plan. In some instances, Review Meetings will take place every 4-6 weeks, while in others they will not need to be as frequent. It is recommended, however, that the child's action plan be reviewed at least every three months.**
- **All actions contained within the Action Plan should be reviewed and revised accordingly at each meeting.**
- **It is important to continue to identify who is responsible for specific actions and the timeframe for their delivery.**
- **Monitor and review progress towards outcomes in single agency responses in the same way you would a multi-agency intervention.**

Step 9: Ending and Closing

- A key focus of the Meitheal Model is to identify and meet children's needs at the earliest opportunity possible. Throughout the supportive intervention, practitioners should aim to meet needs and plan for the family to be supported through universal service provision, therefore ending the need for Meitheal involvement.
- The Meitheal does not have a defined end stage, as this must be assessed in terms of the individual child and their situation. It should not, however, be allowed to drift indefinitely, and practitioners should consider the viability of continuing the Meitheal engagement beyond a year. Drift can be avoided by adopting an outcomes focused approach.
- A review of the supportive intervention should be undertaken when the Meitheal Action Plan has been in place for a year and the Meitheal has not yet been closed. This will help to clarify what progress has been made and to inform the decision on whether to close the Meitheal or not. Should the Meitheal continue, it will help to re-focus the work of the Meitheal on the desired outcomes for the child for a further time-limited period.
- It is important to focus on an exit plan for the Meitheal and to refer children and families to relevant universal services, as appropriate.
- Each Meitheal should have a closure and feedback stage, which is recorded on the Meitheal Closure and Feedback Form. This should document where progress towards an outcome has occurred and/or explain if the initial desired outcomes changed or have not been achieved.

At all stages of the Meitheal:

- If you have any concerns about the child, you should follow Children First Guidance and your own organisation's Child Protection Policies and Procedures.
- Consult your own line manager or designated person for support with decision-making as required.
- Consult with the CFSN Coordinator for support with the Meitheal Model and with information sharing.
- If a fundamental change occurs, new strengths and needs should be considered to ensure the support offered remains appropriate.
- Completed Meitheal documentation should be circulated to all relevant partners, including parent(s) and the CFSN Coordinator within ten working days.

4.0

THE FOLLOWING KEY CONCEPTS ARE INTENDED TO ENSURE A COMMON UNDERSTANDING NATIONALLY OF THE CORE COMPONENTS OF THE MEITHEAL MODEL.

4.1

LEAD PRACTITIONER

The role of the Lead Practitioner in the Meitheal Model is: to invite the parent to initiate the Meitheal; to complete the Record Form with the family (with the active participation of the parent(s)/ carer(s) and, if appropriate, young person; to attend all Meitheal Support Meetings, and to act as a guide to the family throughout the supportive intervention. The Lead Practitioner should be the person:

- 1 With the most contact/envisaged contact
- 2 With the capacity to take on the role
- 3 Preferred by the family/young person
- 4 International research indicates that practitioners are sometimes reluctant to take on the mantle of Lead Practitioner. It is essential for the success of this Model that members of Child and Family Support Networks take on this vital leadership role.

4.2

MEITHEAL - TEAM AROUND THE CHILD/ YOUNG PERSON

The Team Around the Child/Young Person is, in effect, the Meitheal. It brings together parent(s) and a range of practitioners from the statutory and community and voluntary sectors to provide specific support and interventions to a specific child/young person and their family. The members of the Team Around the Child/Meitheal develop and deliver a tailored package of outcomes-focused interventions to meet the needs of the child/young person as identified through the Meitheal Strengths and Needs Record Form.

The Team Around the Child/Meitheal is not a multi-disciplinary team who work together all the time or a multi-agency group that discusses numerous families together. Rather, it is composed of a specifically selected group of practitioners who pop up and work together as needed to respond to the identified needs of a particular child/young person. It is a flexible team providing a tailored response.

Each practitioner involved in the Team Around the Child/Meitheal is responsible and accountable to their own agency for the services they deliver to children, young people and families through this process.

4.3

RECORDING, SHARING AND STORING MEITHEAL INFORMATION

Recording Meitheal Information:

The Meitheal forms provide a structure for recording information collected throughout the Meitheal supportive intervention.

Sharing Information through the Meitheal Model:

Information sharing is vital to the effective implementation of Meitheal, and parental consent is key to doing this in a safe manner. Transparency and accountability in information sharing is a critical aspect of the human rights based approach being applied in the Meitheal Practice Model. Sharing of information within the Meitheal process should take account of the eight golden rules of information sharing outlined below.

Storing Meitheal Information:

All information, whether held on hard copy or electronically, must be kept safe and secure. See Toolkit for more information on the safe sharing & storage of completed Meitheal forms and information.

Meitheal documents can be completed electronically **but should not be transferred electronically**. They should be sent by post to a named person, marked **private and confidential**.

Copies of all Meitheal documents must be provided to the CFSN Coordinator - this is to ensure quality assurance and management oversight. The original signed copy of the parental consent form must also be stored in the office of the CFSN Coordinator.

The following **Eight Golden Rules for Information Sharing** were developed by South Dublin Children's Services Committee, Interagency Case Working Sub-Committee, adapted by the Limerick Assessment of Needs initiative and are adopted here for the Meitheal National Practice Model:

- 1 Be open and honest with children and families from the outset about why, what, how and with whom information will or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 2 Always keep the safety and well-being of the child and of other children central to your considerations.
- 3 Always be clear about the purpose for which you have received the information and the purpose you are using it for - they should be the same.
- 4 Know the relevant policies in your agency in relation to confidentiality and information sharing and consult them as necessary. Seek advice if you are in any doubt, without disclosing the identity of the person.

5

The Child protection and Welfare Practice Handbook² has a few pointers in relation to communication and information sharing between agencies:

- **Always check that what you said is understood in the way you intended it.**
- **Always check that you understand information in the way it was intended.**
- **Do not make any assumptions.**

6

Remember that the Data Protection Act is not a barrier for sharing information but provides a framework to ensure that personal information is shared appropriately. The Data Protection Commissioner has confirmed that there is no impediment in law to sharing information between agencies working in the best interests of children and families where there is consent for the sharing of such information. In fact, it is both legal and necessary to do so under the Child Care Act 1991 and The Children Act 2001 and is protected by the Protection for Persons Reporting Child Abuse Act 1998 where such information is provided for welfare issues to the HSE.

7

Aim to share with consent except where this is not appropriate. Wherever possible, respect the wishes of those who do not consent to you sharing their confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the vital interest of the child. You will need to base your judgement on the facts of the case.

8

Necessary, proportionate, relevant, accurate, timely and secure. Ensure that the information you share is necessary and relevant for the purpose for which you are sharing it, is shared only with those people who need it, is accurate and up to date, is shared in a timely fashion and is shared securely.

4.4

PARTICIPATION

The principle of participation is a basic principle of human rights, all individuals have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. In the context of the Meitheal, this applies both to parents and children and young people. The CFA Participation Strategy details the organisational commitment of the CFA and its partners to ensuring that children and young people participate in all matters affecting them. In relation to parents, it is intended that the application of the Meitheal Model forms a key aspect of the CFA approach to parenting support as set out in Investing in Families, Supporting Parents to Improve Outcomes for Children, 2013. Participation and partnership working are two of the key implementation principles of the Parenting Support Strategy. It is often challenging to translate a principle such as that of participation into practice. The Meitheal Model is intended to support practitioners to facilitate the participation of parents, children and young people. The Meitheal Toolkit and training will focus specifically on the practice skills required to support participation. The process of identifying strengths, needs and desired outcomes; of co-creating a support plan to achieve those outcomes; and of monitoring and reviewing that plan, present rich opportunity to encourage and facilitate the participation of parents, children and young people. For example the related practice of self-directed support planning can be introduced via the Meitheal Model.

"Self-Directed Support (SDS) is a term that describes the ways in which individuals and families can have informed choice about the way support is provided to them. It includes a range of options for exercising those choices. Through a co-production approach to agreeing individual outcomes, options are considered for ways in which available resources can be used so people can have greater levels of control over how their support needs are met, and by whom (Scottish Government, 2010)."³

³ Self-Directed Support: A National Strategy for Scotland, 2010 available at <http://www.scotland.gov.uk/Publications/2010/02/05133942/0>

4.5

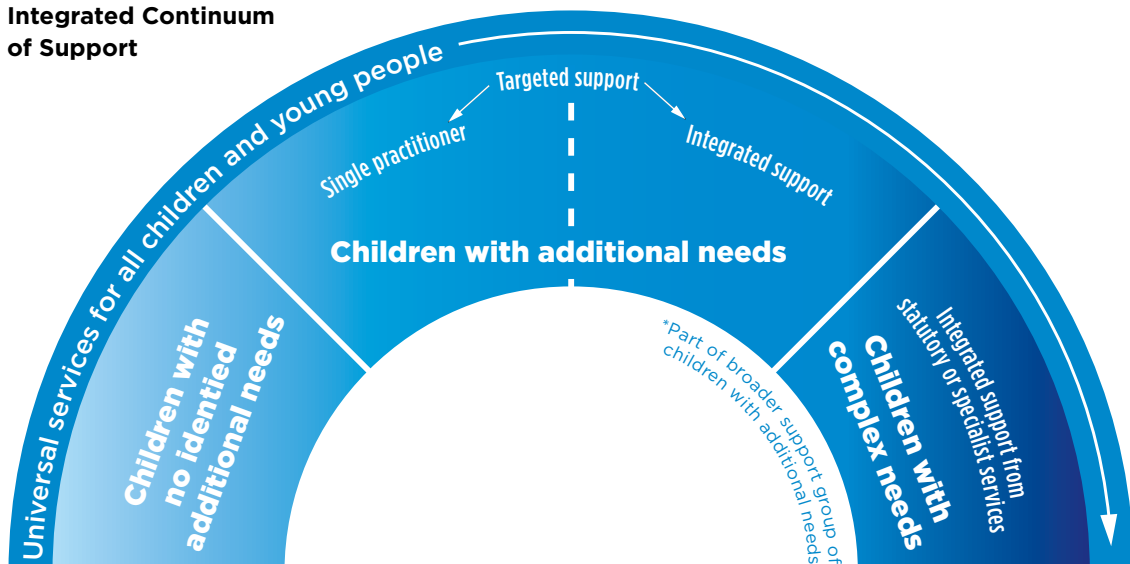
LINKS WITH CHILDREN AND FAMILIES SOCIAL WORK SERVICES

The Meitheal National Practice Model and Children and Family Social Work operate distinct processes of support within the overall support system for children and families. These processes should be coordinated and not operate in parallel; therefore, local procedures must be in place between the Meitheal Model and the Social Work Department to ensure there is no duplication.

It is intended that operating the Meitheal Model will help to prevent child abuse and neglect and so reduce referrals to Social Work Services. However, if a family is referred from the Meitheal Model and accepted to Social Work Services it is intended that the documentation from the Meitheal will assist in the Social Work Assessment and avoid the family having to retell their story. It is

also likely that the practitioners and services involved in the Meitheal will continue their supportive intervention under the leadership of the Social Work Department. This can be seen like a smooth passing of the baton that retains continuity for families. This will assist in providing a continuum of support that families experience as seamless and integrated.

Integrated Continuum of Support



All requests for support through Meitheal must be checked with the Social Work Department to ensure they are currently not 'open' to Social Work. More detailed guidance on governing the relationship between Meitheal, The Educational Welfare Services 'One Child' and Social Work Departments will be provided in the Toolkit. It is essential that this relationship of partners is guided by a common concern for the well being and rights of children and by the principle of the best interest of the child. It is not intended that families are 'bounced' between the two distinct processes.

5

CONCLUSION

This document has sought to introduce and describe the Meitheal – A National Practice Model for all agencies working with children, young people and their families. The implementation of this model requires a significant shift in culture and practice for many practitioners. However the desire and momentum for such change is common across many professions and organisations. Much of the work will be in the early stages of implementation as this new way of working is embedded. As stated, the Meitheal Toolkit and Training will be made available to support the implementation process.

Integrated working requires individuals to let go of some prior habits, associations and loyalties. However, it also has the potential to garner limited resources and bind previously disparate individuals and organisations around the common goal of improving outcomes and realising the rights of children, young people and their families.

1

APPENDIX

Preventative Support Request Form - Confidential

1 - CHILD / YOUNG PERSON						
Surname:	Name:	Sex:	Date of birth:			
		M <input type="radio"/> F <input type="radio"/>	D	D	M	Y
Address: Number / Street / Townland:						
Town:						
County:						

2 - PARENTS /CARERS				
Surname	Name	Relationship to child / young person	Legal responsibility?	Contact telephone number
			Yes <input type="radio"/> No <input type="radio"/>	
			Yes <input type="radio"/> No <input type="radio"/>	
			Yes <input type="radio"/> No <input type="radio"/>	
Address: Number / Street / Townland:				
Town:				
County:				

3 - REASON FOR REQUEST

4 - DESIRED OUTCOME - What do you want to be different for your child at the end of this process	
Has a Pre-Meitheal Outcomes Checklist been carried out?	Yes <input type="radio"/> No <input type="radio"/>
If yes, please indicate the date this was carried out:	D D M M Y Y

5 - LEAD PRACTITIONER DETAILS	
Name	Agency / Service
Address	Contact telephone numbers

6 - PARENTS REQUEST FOR SUPPORT AND CONSENT TO INFORMATION STORAGE				
<ol style="list-style-type: none"> 1. I confirm that a copy of the Meitheal Parents Guide has been provided and fully explained to me. 2. I request that a record form be completed with the support of the above Lead Practitioner. 3. I agree that the information used in this form may be stored for the purpose of providing services to the above child/ren, for whom I am the parent / carer, and to myself. I understand how this information may be used. 4. I agree that this information may be shared with the Child and Family Network Coordinator and the Children and Families Social Work service to ensure there is no duplication of service. 5. I understand that my child has the option of participating in this process. 6. I understand that if a concern arises about my child/ren being subject to abuse or neglect that a referral must be made to the Children and Family Social Work Service in line with the requirements of Children First legislation and Guidance. 				
Surname:	Name:	Relationship to child:	Signature:	Date:
Surname:	Name:	Relationship to child:	Signature:	Date:
Do both parents consent to this process? Yes <input type="radio"/> No <input type="radio"/>				

Please return to:

Child and Family Network Coordinator (please include name, address and contact details of local CFSN Coordinator here)

For office use only

Direct Access Request	
Date of receipt to CFSN Coordinator:	_____
Date SW query issued:	_____
Date of SW response:	_____
Outcome:	Open to SW: <input type="radio"/> Closed to SW: <input type="radio"/>
Meitheal to proceed:	Yes <input type="radio"/> No <input type="radio"/>

Diversion from Duty Intake Request	
Date of receipt to duty intake:	_____
Date diverted to Meitheal:	_____
Date of CFSN Coordinator response:	_____
Outcome:	No Meitheal in place: <input type="radio"/> Meitheal to proceed: <input type="radio"/>
Meitheal to proceed:	Yes <input type="radio"/> No <input type="radio"/>



MEITHEAL STRENGTHS AND NEEDS RECORD FORM

Child and Family Agency
Parenting Support Strategy

Meitheal Strengths and Needs Record Form - Confidential

Commenced:	D	D	M	M	Y	E	A		Completed:	D	D	M	M	Y	E	A	R	
1 - CHILD / YOUNG PERSON																		
<p>Note: if the form is for an entire family, please fill in the details of the child you believe to be most in need of support and add details regarding other children throughout the document. If there are children with varying additional needs it may be necessary to complete a record per child.</p>																		
Surname:	Name:	Sex:	DoB:															
		M <input type="radio"/> F <input type="radio"/>	D	D	M	M	Y	Y										
Address: Number / Street / Townland: Town: County:																		
Ethnicity																		
(Mark 'X' in relevant box below)																		
1. White Irish		5. Black other																
2. Irish Traveller		6. Chinese																
3. White other (please specify)		7. Other Asian																
4. Black African		8. Other (please specify)																
First Language																		
Child:		Parents:																
Is a translator required for this process? Yes <input type="radio"/> No <input type="radio"/>																		
If yes, is the family already using a translator in accessing another service? (If so, please provide details)																		

2 - REFERRAL DETAILS							
Lead Practitioner (name):							
Agency / Department:							
Job title:							
Contact details:							
Dates Record Form Commenced and Completed:							
Consent to a Meitheal was provided by: (mark 'X' in relevant box)	Mother		Father		Both		Other (specify)
If one parent has not provided consent, is this parent to be invited to the Meitheal meeting? Yes <input type="radio"/> No <input type="radio"/>							

3 - PRINCIPAL CARERS / PARENTS

1	Surname	Name	Relationship to child / young person	Legal responsibility?
				Yes <input type="radio"/> No <input type="radio"/>
	Address		Contact tel. nos.	Status (please tick as appropriate): Living with child: <input type="radio"/> Living separately: <input type="radio"/> Actively parenting: <input type="radio"/> Not involved in child's parenting: <input type="radio"/> Deceased: <input type="radio"/>

2	Surname	Name	Relationship to child / young person	Legal responsibility?
				Yes <input type="radio"/> No <input type="radio"/>
	Address		Contact tel. nos.	Status (please tick as appropriate): Living with child: <input type="radio"/> Living separately: <input type="radio"/> Actively parenting: <input type="radio"/> Not involved in child's parenting: <input type="radio"/> Deceased: <input type="radio"/>

4 - OTHER HOUSEHOLD MEMBERS (ADULTS AND CHILDREN)

Surname	Name	Relationship to child / young person	Where he/ she lives	Date of birth						Also subject to Meitheal?
				D	D	M	M	Y	Y	
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>

Other siblings (not living with child)

Surname	Name	Relationship to child/ young person	Where he/ she lives	Date of birth						Also subject to Meitheal?
				D	D	M	M	Y	Y	
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>
				D	D	M	M	Y	Y	Yes <input type="radio"/> No <input type="radio"/>

Additional Information

Please outline any other relevant information on the family structure

5 - REASON FOR Meitheal Request

6 - Agencies/organisations/services currently working with/supporting the child/young person & family

If there is / has been engagement with any of the following services, please provide details, including dates of assessments where appropriate and names of professionals involved. Where assessments have taken place, please indicate whether or not the findings and recommendations can be made available to the Meitheal.

Agency / service Please tick appropriate box(✓)	Details (name, address and contact details of key person)
Adult Mental Health Services <input type="checkbox"/>	
Child & Adolescent Mental Health Service <input type="checkbox"/>	
Child Psychology <input type="checkbox"/>	
Creche/Childcare Services <input type="checkbox"/>	
Disability Services <input type="checkbox"/>	
Drugs and Alcohol Services <input type="checkbox"/>	
Educational Welfare Officer <input type="checkbox"/>	
Family Resource Centre <input type="checkbox"/>	
Family Support <input type="checkbox"/>	
Gardai <input type="checkbox"/>	
GP <input type="checkbox"/>	
Home School Community Liaison Coordinator <input type="checkbox"/>	
Juvenile Liaison Officer <input type="checkbox"/>	
Housing Service, local authority <input type="checkbox"/>	
Parent & Toddler Group <input type="checkbox"/>	
Public Health Nurse <input type="checkbox"/>	
Probation Services <input type="checkbox"/>	
School/Training Centre <input type="checkbox"/>	
Social Worker <input type="checkbox"/>	
Sports Club(s) <input type="checkbox"/>	
Youth Worker <input type="checkbox"/>	
Other <input type="checkbox"/>	

Note: For help on completing the following pages, please refer to the Meitheal Toolkit

Background details on the child / young person

Has the child / young person ever undergone any of the following assessments?
Please tick appropriate box(✓)

- | | | | |
|--------------------------------------------|--------------------------|---------------------------|--------------------------|
| CAMHS (Child Psychiatry) | <input type="checkbox"/> | Occupational Therapy | <input type="checkbox"/> |
| Child & Family Services (Child Psychology) | <input type="checkbox"/> | Physiotherapy | <input type="checkbox"/> |
| Disability 'Assessment of Need' | <input type="checkbox"/> | Speech & Language Therapy | <input type="checkbox"/> |
| Initial Assessment (HSE Social Work) | <input type="checkbox"/> | Private Assessment | <input type="checkbox"/> |
| NEPS (Educational Assessment) | <input type="checkbox"/> | Other | <input type="checkbox"/> |

If yes, please give details

If yes, please give details

Are they presently receiving services from any of the above? Please tick appropriate box (✓) Yes No

Are they presently waiting for services from any of the above? Please tick appropriate box (✓) Yes No

Has any other child / young person in the household ever received a service from any of the following?

- | | | | |
|--------------------------------|--------------------------|-------------------------------------------|--------------------------|
| CAMHS (Child Psychiatry) | <input type="checkbox"/> | National Educational Welfare Board (NEWB) | <input type="checkbox"/> |
| Juvenile Liaison Officer (JLO) | <input type="checkbox"/> | Drugs & Alcohol Service | <input type="checkbox"/> |
| Young Persons Probation | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| HSE Social Work | <input type="checkbox"/> | | |

If yes, please provide additional information

If yes, please provide additional information

SECTION 7 - IDENTIFICATION OF STRENGTHS AND NEEDS

7.1 - PHYSICAL AND MENTAL HEALTH - 'Being Healthy'

Factors to bear in mind:

- Physical and mental well-being
- Disabilities
- Growth and development (including development checks)
- Conditions and impairments affecting the child's development & health
- Immunisations
- Major accidents/illnesses
- Hospital admissions
- Substance misuse
- Diet / nourishment
- Exercise / activity / relaxation /
- Gross motor skills (games / sport, etc.)
- Fine motor skills (drawing, etc.)
- Vision and hearing
- Access to and use of dentist, GP, optician etc

Strengths:

Needs / challenges:

SECTION 7.2 - EMOTIONAL AND SOCIAL DEVELOPMENT

'confidence in who I am' / 'enjoying friends and family' / 'being independent, looking after myself' / 'being able to communicate'

Factors to bear in mind:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">- Family and social relationships- Knowledge of personal / family history- Sense of belonging- Experiences of discrimination due to race, religion, age or gender, sexuality, disability- Socially confident and independent- Positive separation from family- Identity, self-image, self-esteem, feeling special / perceptions of self- Ability to get on with others, including parents, siblings and friends- Whether or not the child makes lasting significant relationships- Feeling isolated and solitary- Fears- Decision making- Ability to communicate | <ul style="list-style-type: none">- Boundaries / rules knowing when to ask for help- Development of self-care skills- Social presentation: dress / hygiene /- Risky behaviour / actual self-harm- Phobias- Changes to body / washing / dressing / feeding- Psychological development- Ability to cope with stress- Motivation / positive attitudes- Confidence- Often unhappy- Communication / language / conversation / expression / questioning- Games / stories / songs- Listening / responding / understanding |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Strengths:

Needs / challenges:

SECTION 7.3 - BEHAVIOURAL DEVELOPMENT - 'learning to be responsible'	
Factors to bear in mind: <ul style="list-style-type: none"> - Responses (feelings and actions) to family and others - Lifestyle - Self-control - Quality of early attachments - Response to boundaries and authority - Response to stress and change - Easily distracted 	<ul style="list-style-type: none"> - Reckless or impulsive activity - Behaviour with peers - Substance misuse - Anti-social behaviour - Sexual behaviour - Offending / violence / aggression - Restless and overactive - Attention span / concentration
Strengths:	
Needs / challenges:	

SECTION 7.4 - EDUCATION - 'Learning and Achieving' / 'School'	
Factors to bear in mind: <ul style="list-style-type: none"> - Whether or not education needs are being met in school - Aspirations / ambition / pupil's confidence and view of progress / motivation/ perseverance - Access and engagement - Attendance and participation - School / college / adult encouragement, interest and support 	<ul style="list-style-type: none"> - Special educational needs / access to appropriate resources - Organising, making connections, being creative / exploring / experimenting - Imaginative play and interaction - Progress and achievement - Play / skills - Support with disruption to education
Strengths:	
Needs / challenges:	

SECTION 7.5 - PARENTS OR CARERS

'being there for me' / 'keeping me safe' / 'everyday care and help' / 'guidance, supporting me to make the right choices' / 'knowing what is going to happen and when'

<p>Factors to bear in mind:</p> <ul style="list-style-type: none">- Basic care / safe housing / water / heating / sanitation facilities- Provision of food, warmth, drink, shelter, appropriate clothing- Frequency of house, school, employment moves- Illness and bereavement- Size and composition of household- Absent parents, relationship breakdown- Parental physical disability and mental health- Abusive behaviour	<ul style="list-style-type: none">- Emotional warmth- Stimulation- Guidance and boundaries- Encouraging self-control- Modelling positive behaviour- Effective and appropriate discipline- Security / stability- Avoiding over-protection- Affectionate, stimulating family environment- Praise and encouragement- Secure attachments
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Are there any factors adversely affecting your (i.e., parent's) capacity to meet the child's needs?

- E.g., physical or mental illness; physical or intellectual disability; substance abuse; domestic violence; childhood abuse; history of significantly harming children.

Strengths:

Needs / challenges:

SECTION 7.6 - FAMILY AND NEIGHBOURHOOD

'understanding my family's history, background and belief' / 'support from family, friends and other people' / 'enough money' / 'comfortable and safe housing' / 'local resources' / work opportunities for my family' / 'belonging'

Factors to bear in mind:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">- Formal and informal support networks from extended family and others- Family's social integration- Wider caring and employment roles and responsibilities- Building stable relations with family, peers and wider community- Helping others / friendships- Levels of association for negative relationships- Significant events- Child's relationship to siblings and other people in family home- Employment, income | <ul style="list-style-type: none">- Facilities and services- Availability of local resources- Whether or not child is integrated or isolated in the community- Sleeping arrangements- Reason for homelessness- Work and shifts / employment / income / benefits- Day care Places of worship / transport / shops / leisure facilities- Crime / unemployment ASB in the area- Social networks- Religion |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Strengths:

Needs / challenges:

SECTION 8 - CHILD'S VIEWS

Please add the child's perspective, their views, thoughts, feelings, hopes and fears.

Note: If the child's perspective is not included here, please indicate the reason(s) why.
Include the three domains of the child's life.

--

SECTION 9 - SUMMARY OF IDENTIFIED STRENGTHS AND NEEDS

Strengths:

--

Needs / challenges:

--

SECTION 10 - DESIRED OUTCOMES	
Please outline parents' initial thoughts on what they want the Meitheal to achieve for their family - focus on outcomes	

SECTION 11 - MEETING IDENTIFIED NEEDS AND DIFFICULTIES	
Please outline your initial thoughts on how identified needs and challenges may be met:	
By parents, carers or immediate community:	
By statutory, voluntary or community services:	

SECTION 12 - NEXT STEPS (please mark 'X' in relevant box on right)		
1	Identified needs to be met by Lead Practitioner, working with other agencies as appropriate	
2	Multi-agency response - call a Meitheal support meeting	
3	Referral to Children & Family Social Work Service	
4	Referral to single agency or specialist service	
5	No further action required	
In all of the above cases, please send a copy of this completed form to the CFSN Coordinator.		

SECTION 13 - FAMILY AVAILABILITY

Please indicate times/days parents and children are unavailable to attend Meitheal meetings:

SECTION 14 - AGREEMENT

Agreement by parents / carers to information storage and sharing:

- I understand the information that is recorded in this Meitheal Strengths and Needs Record Form.
- I agree that my child will be involved in this Meitheal.
- I agree that this information be stored and used to provide services to myself and the child(ren) for whom I am the parent / carer and to the actions identified on this Meitheal Strengths and Needs Record Form.
- I agree that this information be shared with the following individuals / agencies for the above purposes only:

Name	Agency / Service

I agree that this information, without personal identifying information, may be shared for research purposes, in order to improve services to children and families.

Signed: _____ **Date:** _____

If a concern arises about a child, then Children First Guidance and legislation must be followed.

Please return to:

Child and Family Network Coordinator
(please include name, address and contact details of local CFSN Coordinator here)

Meitheal Planning and Review Form - Confidential

CHILD'S DETAILS								
Name:		DoB:	D	D	M	M	Y	Y
Child's address: (where child lives)								

MEETING DETAILS						
Date:		Is this meeting? (mark 'X' in relevant box)	Initial		Review	
Meeting Members						
Role	Name	Agency/Relationship to child				
Chair						
Lead Practitioner						
Minute Taker						
Apologies						
Role	Name	Agency/Relationship to child				

DESIRED OUTCOMES		
Desired Outcomes, those being Needs	Outcome	Indicator
What are the needs / challenges of the child as identified? E.g., That this 10-year-old child is refusing to attend school.	What do we want this process to achieve for this child? E.g., That the young person will continue in school and engage positively.	How will we know they it has been achieved? E.g., Fewer than 10 days absence in next school term. Qualitative Report from teacher and child on how the child is doing at school.

REVIEW OF PREVIOUS ACTIONS / SUMMARY OF DISCUSSION		
	Previous actions	Review Comments /Outcomes
1		
2		
3		
4		

Summary of discussion
 (Box below will expand automatically if typing. If using hard copy of form, please use separate sheet for this section.)

ACTION PLAN

****Please ensure that responsibility for each action is attributed to a named individual.****

No.	Action	Responsibility	Timeframe	Outcome to which action relates

NEXT Meitheal MEETING

Date:		Location:	
--------------	--	------------------	--

FOR OFFICE USE ONLY

Date minutes circulated:		Signature of chair:	
---------------------------------	--	----------------------------	--

Meitheal Closure and Feedback Form

This form is used to record the formal closure of a Meitheal with a child/ young person. Section 1 provides a record of the closure process. Section 2 provides a closure outcomes checklist. Section 3 provides feedback on the supportive intervention delivered.

SECTION 1 - MEITHEAL CLOSURE RECORD (PLEASE USE BLOCK CAPITALS)

A. Details of the child or young person

Surname	Child/young person's first name								
Date of birth/Estimated date of delivery	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">Y</td> <td style="width: 12.5%; text-align: center;">E</td> <td style="width: 12.5%; text-align: center;">A</td> <td style="width: 12.5%; text-align: center;">R</td> </tr> </table>	D	D	M	M	Y	E	A	R
D	D	M	M	Y	E	A	R		
Contact telephone number for the family									
Address									
Town	County								

B. Date of closure

D	D	M	M	Y	E	A	R
---	---	---	---	---	---	---	---

C. Reasons for closure Please tick appropriate box

Needs met/ Outcomes achieved	<input type="checkbox"/>	Child deceased	<input type="checkbox"/>	Support to be delivered by a single agency	<input type="checkbox"/>
Moved out of the area	<input type="checkbox"/>	Referred to specialist service	<input type="checkbox"/>	Referral to and accepted by Children and Family Social Work	<input type="checkbox"/>
Withdrawal of parental consent	<input type="checkbox"/>	No further actions identified	<input type="checkbox"/>	Needs/outcomes partially but sufficiently met/achieved	<input type="checkbox"/>
Other (If you ticked other, please give details below):					

If support is to be provided by a single agency, please give details:

If the child has been referred to a service, please provide the following details:

Referral made by	Referral made to	Date
------------------	------------------	------

D. Summary of Progress, Outcomes and Outstanding Unmet Needs

Progress
Outcomes Achieved
Outstanding Unmet Needs (Complete Section 2 to support this)

E. Signature

Lead Practitioner Signature	Parent/ Carer Consent Signature																
Date	Date																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">Y</td> <td style="width: 12.5%; text-align: center;">E</td> <td style="width: 12.5%; text-align: center;">A</td> <td style="width: 12.5%; text-align: center;">R</td> </tr> </table>	D	D	M	M	Y	E	A	R	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">D</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">M</td> <td style="width: 12.5%; text-align: center;">Y</td> <td style="width: 12.5%; text-align: center;">E</td> <td style="width: 12.5%; text-align: center;">A</td> <td style="width: 12.5%; text-align: center;">R</td> </tr> </table>	D	D	M	M	Y	E	A	R
D	D	M	M	Y	E	A	R										
D	D	M	M	Y	E	A	R										

This Outcomes Checklist has two purposes. *Firstly* to help decide whether a Meitheal is required and *secondly* to assist with the measurement of progress towards desired outcomes.

Progress towards long-term outcomes - Tick the box as appropriate **Red** - No progress (0/3 positive indicators) **Amber** - Some progress (1 or 2 positive indicators) **Green** - on target (3/3 positive indicators)

1. Healthy? (Physical, emotional, mental, sexual health, healthy lifestyle, parents/ carers and family promoting healthy choices)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

2. Supported in active learning? (Ready for, attending and enjoying school, pre-school etc, personal & social achievement & development with parents/ carers & family support)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

3. Safe from harm - accidental & intentional/ secure in the immediate and wider physical environment? (Neglect, harm, exploitation, injury, bullying, discrimination, crime, antisocial behaviour, secure and stable care from parents/ carers & family)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

4. Economically secure? (Free from the negative impacts of poverty, appropriate housing, income & economic activity for parents/ carers & family)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

5. Part of positive networks of family, friends, neighbours and community/included and participating in society? (Making a positive contribution, positive & confident decisions, behaviour & relationships in school, community, environment, with parents/ carers or family support)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

SECTION 3 - MEITHEAL FEEDBACK RECORD

A. Practitioner Feedback (please copy this section and complete for each practitioner involved in this Meitheal)

Name	Organisation
------	--------------

1. Was progress made towards improving outcomes for the child/young person? Yes No

Comments:

2. Was Meitheal a good approach to improving outcomes for this child? Yes No

Comments:

3. Did Meitheal enable you to work in a more integrated way with other agencies? Yes No

Comments:

4. Did Meitheal enable you to provide a more coordinated response to the needs of the child/ young person? Yes No

Comments:

Overall Comment:

Please use the headings below to document any service gaps highlighted by this Meitheal that could inform your Area Commissioning Plan.

Type of service required by level of Hardiker Model	Outcome/s to be addressed by service	Target group, if child give age range, if population grouping specify	Description of type of service required	Geographical area to be covered
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> Healthy <input type="checkbox"/> Supported in active learning; <input type="checkbox"/> Safe from harm; <input type="checkbox"/> Economically secure; <input type="checkbox"/> Part of positive networks.			

SECTION 3 - MEITHEAL EVALUATION RECORD (continued)

B. Parent/ Carer Feedback:

1. Was progress made towards improving outcomes for your child/young person? Yes No

Comments

2. Do you think Meitheal led to your family being supported effectively? Yes No

Comments

3. Did you feel that you were involved in making decisions in relation to your child? Yes No

Comments

4. Did you feel you were involved in making decisions in relation to your child? Yes No

Comments

5. Were your views included in Meitheal documentation? Yes No

Comments

6. Would you know how to access support for yourself as parent in the future? Yes No

Comments

Overall Comments

Please tell us about any service you feel should be developed in your local area

Description of type of service required

Geographical area to be covered

SECTION 3 - MEITHEAL EVALUATION RECORD (continued)	
C. Child/Young person Feedback	
1. Do you think that things have got better for you?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments	
2. Was Meitheal a good way of helping you?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments	
3. Were your views taken on board in the Meitheal?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments	
Please tell us about any service you feel should be developed in your local area	
Description of type of service required	Geographical area to be covered

2

APPENDIX

Meitheal Outcomes Checklist

Identifying details (PLEASE USE BLOCK CAPITALS)									
Surname:	Child/ young person's first name:								
Also known as:	Sex: Please tick appropriate box: M <input type="radio"/> F <input type="radio"/>								
Date of birth/ Estimated date of delivery: <table border="1"><tr><td>D</td><td>D</td><td>M</td><td>M</td><td>Y</td><td>E</td><td>A</td><td>R</td></tr></table>	D	D	M	M	Y	E	A	R	Contact telephone number for the family:
D	D	M	M	Y	E	A	R		
Full Address: House or Apartment Name/ Number									
Street:									
Town:	County:								

This Outcomes Checklist has two purposes. *Firstly* to help decide whether a Meitheal is required and *secondly* to assist with the measurement of progress towards desired outcomes.

Progress towards long-term outcomes - Tick the box as appropriate **Red** - No progress (0/3 positive indicators) **Amber** - Some progress (1 or 2 positive indicators) **Green** - on target (3/3 positive indicators)

1. Healthy? (Physical, emotional, mental, sexual health, healthy lifestyle, parents/ carers and family promoting healthy choices)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

2. Supported in active learning? (Ready for, attending and enjoying school, pre-school etc, personal & social achievement & development with parents/ carers & family support)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

3. Safe from harm - accidental & intentional/ secure in the immediate and wider physical environment? (Neglect, harm, exploitation, injury, bullying, discrimination, crime, antisocial behaviour, secure and stable care from parents/ carers & family)						
Positive indicators		RED	AMBER	GREEN	Reasons for rating	
1						
2						
3						

4. Economically secure? (Free from the negative impacts of poverty, appropriate housing, income & economic activity for parents/ carers & family)				
Positive indicators	RED	AMBER	GREEN	Reasons for rating
1				
2				
3				

5. Part of positive networks of family, friends, neighbours and community/included and participating in society? (Making a positive contribution, positive & confident decisions, behaviour & relationships in school, community, environment, with parents/ carers or family support)				
Positive indicators	RED	AMBER	GREEN	Reasons for rating
1				
2				
3				

TRANSLATOR CONFIDENTIALITY AGREEMENT

This form must be completed for each Meitheal where a translator is required and applies to meetings, emails and translation of minutes or correspondence that may arise from the Meitheal

I, (print name) _____ agree to interpret for the Meitheal for
(print name of young person/ family involved in the Meitheal)

- I hereby agree not to reveal the content of these discussions/ documents to anyone outside this process.
- I also agree to interpret accurately and faithfully, even if the statements made or queries raised are contrary to my own beliefs.

Signed (interpreter):

Address:

Signed (parent of young person):

Signed (Meitheal representative):

Date:

- This form must be completed each time an interpreter is used and submitted with the claim form.
- No claim for payment will be considered unless accompanied by this form.
- The interpreter is advised that the same confidentiality clause is applied to telephone conversations.



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Document reference number	Family Support document 2	Document drafted by	Marie Crawley, ION, Sligo/Leitrim, Kirsten Simring, LANS, Limerick. Colin Harrison, ION, Sligo/Leitrim Fergal Landy, CFRC, NUIG Dr Aisling Gillen (CFA)
Revision number	1	Document approved by	Mr Paul Harrison, Head of Policy & Strategy, CFA
Approval date	1-07-2013	Responsibility for implementation	Area Managers, Regional Directors, all staff of CFA and partner organisations
Revision date	1-07-2014	Responsibility for evaluation and audit	Area Managers, Regional Directors, National Specialist
		Pages	56

