No Wrong Door is a Youth Partnerships project funded by the Department of Education and Early Childhood Development.
Acknowledgements

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- Anchor
- Anglicare
- Care Connect
- Centrelink
- Croydon Community School
- EACH Social & Community Health
- Eastern Centre Against Sexual Assault (ECASA)
- Eastern Community Legal Centre (ECLC)
- Eastern Health (including Yarra Valley Community Health Services and the Indigenous Health Team)
- Eastern Melbourne Medicare Local (EMML)
- headspace Knox
- Inspiro (formerly Ranges Community Health)
- Knox City Council
- Lilydale Mental Health Team
- Maroondah City Council
- Morrisons
- Office for Youth
- Student Support Services Officers (SSSOs)
- UnitingCare Community Options
- UnitingCare Harrison
- Upper Yarra Community House (UYCH)
- Victoria Police
- Yarra Ranges Council
- Youth Partnerships, Department of Education and Early Childhood Development (DEECD)
- Youth Support & Advocacy Service (YSAS)

No Wrong Door is an initiative of the local government youth services in the Outer East - Knox City Council, Maroondah City Council and Yarra Ranges Council.
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Introduction

This “No Wrong Door Framework & Philosophy” training guide has been developed so that partnering services and schools organisations have a resource which they can use to provide a program induction to new and existing staff or volunteers.

The No Wrong Door initiative is a result of a vast amount of collaboration by services, schools and professionals across the Outer East. This approach has resulted in an initiative that is Outer East focused and will benefit all professionals working under the No Wrong Door framework and philosophy.

This training guide should be used in conjunction with other No Wrong Door resources including the full “How To” guide as well as the “Initial Needs & Referral Tool” and “Request for Service” how to guides. These guides are available online at www.nowrongdoor.com.au.

This training aims to provide background to the No Wrong Door initiative, and a basic overview of the framework and the tools and resources available for services and schools, as well as include practical case studies and implementation questions for your service or school.

For many practitioners practicing across the Outer East parts of this training will be elementary. However, the No Wrong Door framework is far reaching and as such includes services, schools and professionals that do not have a background in completing screening and referral tools.

Through the dissemination and utilisation of this guide to all professionals across the Outer East who work with young people (10-25); No Wrong Door becomes a threshold of good practice that all professionals can confidently adhere to.

For further information about No Wrong Door, visit the online service directory at www.nowrongdoor.com.au and contact the lead organisations through the links provided.
**Glossary**

**Assisted Referral** – process whereby a supported referral is deemed inappropriate. This decision will be driven by professional judgment taking into consideration if this is beneficial to the young person in question.

**Better Youth Services Pilot (BYP) -** research funded by the Victorian Department of Planning and Community Development in 2009 to identify how young people in Yarra Ranges could be identified and supported earlier and more systematically, data required to enable better planning of local services to improve outcomes for young people, and strategies to improve existing state government funded youth service coordination and delivery.

**Initial Needs & Referral Tool** - a multi purpose tool that can be used for both initial needs identification and referral. This tool has been designed for services and schools that do not already have an established needs identification, intake or referral tool. The Initial Needs and Referral Tool is to assist in uncovering underlying and presenting issues and is not a diagnostic process, rather it is a tool to determine the young person’s risk, eligibility and priority for service. The tool has been developed as a broad screen that enables professionals to identify presenting and underlying issues impacting on the wellbeing of young people. The screening process is holistic; identifying need across a broad range of domains including: material aid, financial, education and employment, accommodation, safety, mental health, drugs and alcohol, health, legal and social. This process will be undertaken in conjunction with young people so that they will be empowered to articulate their own individual priorities. Professionals can also use this tool to refer young people to other appropriate No Wrong Door Services.

**No Wrong Door Memorandum of Understanding** - formal agreement between organisations, including schools and agencies, participating in the Outer East No Wrong Door.

**No Wrong Door** - a model of integrated and coordinated service delivery in the Outer East based on the premise that every door in the service system should be the right door. It represents a philosophy whereby service providers (including agencies and schools) are committed to actively engaging young people to ensure they receive appropriate and adequate support for their needs regardless of their initial entry point.

**Outer East Service Managers Group** - senior staff and management of local service providers in the Outer East region that provide governance for the Outer East No Wrong Door Pilot.

**Outer East Metropolitan Region** - a sub-region of metropolitan Melbourne comprising the local government areas of Knox, Maroondah and Yarra Ranges.

**Supported referral** – process where by all No Wrong Door organisations take an active responsibility to navigate the service system on behalf of young people through initiating contact to ensure eligibility and capacity of new organisations, as well as provide follow up to ensure the young person was able to make contact with the organisation.

**Young person** - All people aged 10 to 25 years.
**Youth Partnerships** - a whole of Government initiative led by the Victorian Department of Education and Early Childhood Development that will design and test new ways for services to work together more collaboratively to support vulnerable young people aged 10 to 18 years.
Before the training

To make the most of an effective No Wrong Door training session, please take a few moments to review these important details and ensure you have all the resources required.

Timeframe
This training is designed to be delivered in a 60 to 90 minute timeframe. Services and schools can tailor the time spent on each section to suit their individual needs.

What you need
To effectively run this training it is advisable that you have the following:

- Training room with adequate seating and table space for each participant
- Projector with computer and internet connection to show presentation and explore online youth service directory
- Small prize for ice breaker activity and London Underground slide
- Copy of No Wrong Door Memorandum of Understanding
- Copies of the following for each participant:
  - Training questionnaire
  - “Initial Needs & Referral Tool” how to guide and/or
  - “Request for Service” how to guide
  - Blank “Initial Needs & Referral Tool” and “Request for Service” tool (select tool as appropriate to organisation)

Objectives of training

The objectives of this framework and philosophy training are to:

- Provide an overview of No Wrong Door, including the background to the project
- Explain how the philosophy and framework work
- Demonstrate how No Wrong Door benefits young people
- Explore the “Initial Needs & Referral Tool” and the “Request for Service” tool
- Demonstrate the online youth service directory
- Explore case studies using the website
- Explore how No Wrong Door’s philosophy will be implemented in your service or school

How to use this training guide

The training presentation shows each slide, as well as the resources required for that part in the presentation.

Text in *italics* can be used as a training script. It is not essential that text is read out verbatim, and organisations can use their own words and tailor to their situation. It is important however to ensure the key message of each slide is clearly communicated.

*Let’s get started!*
Training Presentation

This training presentation has been designed to be presented using Microsoft PowerPoint. The training presentation slides can be downloaded from www.nowrongdoor.com.au.

Slide One: Suggested time 3 minutes

Resources required:
- Training questionnaire

Presentation:
This is the title slide. At the beginning of the training take the time to distribute the “Training questionnaire” and ask participants to complete questions 1 to 5. The second half will be completed at the conclusion of the induction training.

Take the time at this stage in the training to introduce yourself and explain any local organisational requirements (including locality procedures).

Slide Two: Suggested time 30 seconds

Resources required:
- Nil

Presentation:
This slide presents the project partners.

No Wrong Door is a joint project being led by Knox City Council, Maroondah City Council and Yarra Ranges Council.

The project is funded as a Youth Partnerships initiative, supported by the Department of Education and Early Childhood Development.

Over thirty youth services providers from Melbourne’s Outer East are partners in the project, including Anchor, Anglicare, Centrelink, EACH, Eastern Health, headspace Knox, Inspiro, The Salvation Army, UnitingCare Harrison, Wesley and YSAS.
Slide Three: Suggested time 30 seconds

Resources required:
- Nil

Presentation:
To help reinforce the idea of ‘no wrong door’, this short ice-breaker has been provided.

Entitled ‘Whose Door’? the challenge is to identify the famous doors, and who lives there. An example slide is provided next.

Ask participants to list the doors on the back of their training questionnaire. There are 10 doors in total.

Slide Four: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Introduction to sample ‘Whose Door?’ slide.
Slide Five: Suggested time 5 seconds

Who lives here?

The Flintstones...

Resources required:
- Nil

Presentation:
A warm up slide to introduce the ice-breaker to participants.

Slide Six: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
A warm up slide to introduce the ice-breaker to participants.
Slide Seven: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Eight: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Nine: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!
Slide Ten: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Eleven: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Twelve: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!
Slide Thirteen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Fourteen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Fifteen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!
Slide Sixteen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Answers at the end!!

Slide Seventeen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Keep your participants in suspense!

Slide Eighteen: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
A slide to transition back into the formal component of the training.
Slide Nineteen: Suggested time 30 seconds

The No Wrong Door Philosophy
Wherever a young person presents with an identified need, within the service or school system, they will be supported to find the help that they require and not be turned away.

Resources required:
- Nil

Presentation:
This slide outlines the key philosophy of No Wrong Door. It can be read off screen. The philosophy will be explored further later in the presentation.

Slide Twenty: Suggested time 3 minutes

Background to NWD
- Better Youth Services Pilot, 2009 (BYP).
- 29 key recommendations.
- NWD based upon 2 key points indicated by young people through BYSP.
  - They will, potentially, only ever present once.
  - Young people continually have to re-tell their story.
- June 2012 funding granted by DEECD, Youth Partnerships, to implement NWD across Knox, Maroondah and Yarra Ranges (10-25).

Resources required:
- Nil

Presentation:
This slide outlines the context No Wrong Door.

In 2009, Yarra Ranges Council (Youth Services) received funding from the Department of Planning and Community Development (DPCD) to undertake the Yarra Ranges Better Youth Services Pilot (BYP). The Yarra Ranges BYSP involved extensive consultation with a wide range of key stakeholders that work with and/or support young people in the Outer East including State Government Departments, Youth and Community Agencies, Health Services, Schools and the Education Sector. Importantly, the consultation also engaged young people themselves. The consultation process which utilised a range of data collection methods (i.e., individual face-to-face interviews, online surveys, case studies, focus groups, and a workshop) aimed to provide detailed responses to three central questions including:

1. How can vulnerable young people be identified and supported earlier and more systematically?
2. What data is needed to enable better planning of local services to improve outcomes for vulnerable young people?
3. What can be done to improve existing State Government funded youth service coordination and delivery?

The Pilot was overseen by the BYSP Steering Committee, convened in August 2009 to inform and monitor the development and progress of the research and endorse the final report. The findings of the consultation, together with statistical data on the demographic profile of young people in the Outer East, provides evidence that the needs of young people are not being adequately met.

The Yarra Ranges BYSP brought to the fore recognition of the difficulties that young people experience in accessing and navigating services in the Yarra Ranges. For example, it was revealed that simply informing a young person that they are not eligible for a particular service and giving directions to an appropriate service provider does not adequately assist the young person. Indeed many young people do not seek help again or access the recommended service. Difficulties in navigating the service system are equally as relevant for professionals who often do not know where to refer a young person for assistance. Better service co-ordination and integration is clearly important to improving the health and wellbeing of young people in not only the Yarra Ranges but across the Outer East.

The BYSP Final Report made 29 service modelling recommendations to address these barriers and a local governing body, the Service Managers Group was subsequently convened to provide leadership around the recommended reforms. The Youth Partnerships project, No Wrong Door is one such reform.

In 2011, No Wrong Door received funding under Youth Partnership from the Department of Education and Early Childhood Development to extend the collaborative approach to service provision across the three Outer East local government areas: Knox, Maroondah and Yarra Ranges. The municipalities are located on metropolitan Melbourne’s eastern fringe (Outer East), balancing a mixture of urban and rural communities. With over 85 suburbs, Ringwood central activities area, townships, small communities and rural areas across the three LGA’s, these municipalities each have their own challenges in relation to service provision.

No Wrong Door has a working definition of young people as aged between 10 and 25.

**Slide Twenty-one:** Suggested time 30 seconds

### Where do young people present?

- Youth Services
- Police
- Community House
- Mental Health Service
- Housing Service
- Employment Service
- Primary School
- Secondary School
- Legal Service
- Primary Health
- Church
- Emergency Relief
- Centrelink
- Anywhere!

**Resources required:**
- Nil

**Presentation:**

This slide asks participants where young people present asking for help. There is animation which presents 'Anywhere!' as the final key response. There is no set text for this slide other than to get participants to recognise the wide variety of places that young people present.
Slide Twenty-two: Suggested time 1 minute.

Resources required:
- Small prize for first person to correctly guess picture.

Presentation:
Firstly, this slide is intentionally blurry, and may look like a pile of spaghetti.

Ask participants “Does anyone know what this picture is?”

The presenter should ask the group if they are aware of the system that is depicted in the image, it is the London Underground Map. They are then asked a series of questions in relation to the map. For example,

- What does the red line mean? (Central Line)
- What does the grey line mean? (Jubilee Line)
- How do you get from Bethnal Green to Oval? (Central Line to Bank, change at Bank for the Northern Line to Oval)
- What station do you get off at to visit Buckingham Palace? (Either Green Park or St James’s Park as it is dependant from where you are coming from)

The expectation is that a very small number of people may know the answers to these questions for three reasons. One the image is blurry, two, they can’t remember, or three, they have never come across this system before.

On average 2.67 million people use this system on a daily basis and the large majority of them will use it everyday. They are therefore aware of how the system works without even looking at it and could probably answer the above questions very easily. Now imagine a tourist visiting London for the first time, they speak very little English, could they answer the same questions as easily, probably not.

It’s a lot like ‘Who Wants to be a Millionaire’, easy if you know the answer. Now imagine this is the service system and you are a young person trying to navigate it. Added to this the young person is not really sure where they need to go as they cannot identify what help it is they need. That is what ‘No Wrong Door’ is all about.

Travelling by the London Underground it doesn’t matter at what point you enter, the way the system is designed it will take you to your required destination, this should be comparable to the service system in the Outer East. Whichever service/school a young person presents to, irrespective of their identified need, they are deemed to have entered the system and will be supported to find the help that they need.

As like the underground network if it is functioning well at no point should a young person have to leave the system in order to re-enter it at another point, you may have to change lines but you are
still within it. If you relate this to a young person’s journey through the service system then you could consider the lines as areas of service provision. For example:

- Red = Mental Health and Counseling
- Blue = Housing

If a young person enters the service system on the red line, Mental Health and Counseling, but they are in need of the blue line, housing support, the service system will take that young person to where they need to go. The key to No Wrong Door is how this is done.

**Slide Twenty-three:** Suggested time 1 minute

<table>
<thead>
<tr>
<th>Key Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can all service providers and Schools respond to young people who present with a need in the same way?</td>
</tr>
</tbody>
</table>

Key Learning: No

**Resources required:**
- Nil

**Presentation:**

This slide builds on the previous two slides and asks can each of the services and schools that young people approach for help respond to young people in the same way.

The key learning from No Wrong Door is ‘no’ and the next slide explains why.

**Slide Twenty-four:** Suggested time 2-4 minutes

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Key Points:</td>
</tr>
<tr>
<td>- Capacity.</td>
</tr>
<tr>
<td>- Skill set of professionals and volunteers.</td>
</tr>
<tr>
<td>- Structure.</td>
</tr>
<tr>
<td>- Established process.</td>
</tr>
<tr>
<td>- Core function.</td>
</tr>
</tbody>
</table>

**Resources required:**
- Nil

**Presentation:**

This slide explains why all service providers and schools cannot respond in the same way, and the 5 key points that the NWD framework is based upon:

- **Capacity of an organisation:** through the implementation of the No Wrong Door framework does a service or school have the capacity to carry out the No Wrong Door processes and principles to their fullest extent. What this basically means is does an organisation have the
capacity to meet young people, identify their individual need and if required navigate the service system on behalf of the young people.

- **Skill set of professionals/volunteers:** if a young person presents at a service or a school do the professionals/volunteers located at that site have the necessary skills to be able to help the young person identify their specific need, respond to young person immediately if needed and also if required navigate the service system on behalf of the young person. The No Wrong Door framework allows services and schools to consider this and choose a level of commitment that will align itself with their ability to respond to young people.

- **Existing processes of an organisation:** all established organisations will have processes that enable them to carry out the work they do in the best and most efficient way. Through the implementation of the No Wrong Door framework and the proposed ways of working (process, referral pathways, tools) services and Schools will be able to coalesce this with their already existing process dependant on which level of involvement they have chosen.

- **Structure of an organisation:** through working with vulnerable and at risk young people there can be a natural propensity for them to share personal information with professionals. Sometimes this information can mean that the professional working with the young person will need support from their colleagues and manager(s) to help them make the correct immediate and long term decisions for both the young persons and their own health and wellbeing. The No Wrong Door framework allows organisations to consider this and it offers options to manage this.

- **Core function:** every organisation across the Outer East will have a core function or functions. Some organisations are youth specific, some are partially youth specific and some are not at all. There are so many organisations doing great work across the Outer East with vulnerable and at risk people. The majority of them will have different core functions ranging from accommodation to policing to child protection. All of these core functions will also be inextricable linked with the funding of each individual organisation. It has therefore been imperative to design a No Wrong Door framework that does not contradict these functions.

**Slide Twenty-five: Suggested time 1 minute**

**Solution (key learning)**

Wherever a young person presents, with an identified need, they will receive an agreed response from a service or school to support them to find the help that they require and not be turned away.

**Resources required:**

- Nil

**Presentation:**

*If service providers and schools all cannot respond in the same way to young people, what can be achieved?*

The No Wrong Door framework presents a solution where services and schools place themselves at an appropriate ‘Level’ that meets their organisations capacity, skill set, structure, processes and core function, enabling them to respond to young people looking for help.
Slide Twenty-six: Suggested time 1-2 minutes

**No Wrong Door Framework**

- Set out in the Memorandum of Understanding (MOU).
- Partnership focused - working collaboratively in an innovative way to achieve the best possible outcomes for young people.
- Considers schools needs.
- Service providers and schools working together.
- Young people at the heart service delivery - young people will experience a timely, coordinated, planned, non-discriminatory, culturally competent and reliable response.
- Offers different roles and responsibilities based upon 5 key points.

**Resources required:**

- Copy of the Memorandum of Understanding.

**Presentation:**

This slide presents an overview of the No Wrong Door framework.

*The No Wrong Door Framework is detailed in the Memorandum of Understanding, and is partnership focussed, ensuring that services and schools across the Outer East work collaboratively in an innovative way to achieve the best possible outcomes for young people.*

The framework considers the needs of schools, and recognises the place of Student Support Services, as well as the need for school wellbeing teams to refer young people to external services.

*The motto of No Wrong Door is ‘young people at the heart of service delivery’, which is a strong reminder that young people can expect a timely, coordinated, planed, non-discriminatory, culturally competent and reliable response when approaching a No Wrong Door service for help.*

The framework is based on the five different roles and responsibilities presented earlier, including organisational capacity, skill set of professionals and volunteers, structure, established processes and the core function of the service.

In conjunction with Slide Eleven, the presenter should use the Memorandum of Understanding to read the commitments of the service they are from, be it a Level 1, Level 2 or Level 3 service, or a Level 1 or Level 2 school.

Slide Twenty-seven: Suggested time 2-3 minutes

**Roles and Responsibilities**

**Resources required:**

- Copy of the Memorandum of Understanding.

**Presentation:**

In conjunction with the previous slide, the presenter should use the Memorandum of Understanding to read the commitments of the service they are from, be it a Level 1, Level 2 or Level 3
service, or a Level 1 or Level 2 school, in addition to the following common commitments.

There are three defined roles that are set out under the No Wrong Door framework for services, Level 1, Level 2 and Level 3. Under each level there is a different set of responsibilities which services will choose from based upon the 5 key reference points of the No Wrong Door framework; capacity, skill set, existing process, structure and core function.

**The common commitments and principles of No Wrong Door**

**Commits to the philosophy of No Wrong Door.** Wherever a young person presents in need of support across the Outer East, they are considered to have entered the service system and they will receive a response that will help them find the support they need for their identified risk or vulnerability.

**Commits to the early identification of vulnerable and at risk young people.** This is all about seizing opportunities. Many services will already utilise every opportunity to engage with vulnerable and at risk young people and through the implementation of the No Wrong Door framework opportunities will increase to identify young people at risk.

**Commits to navigate the service system on behalf of a young person.** When a young person requires support for an identified need that your own service cannot address a Level 1 professional/volunteer will commit to navigating the service system on behalf of a young person to find an appropriate intervention.

**Having a sound knowledge of child protection procedures and thresholds.** There is the possibility that through an organisation implementing the No Wrong Door framework that there could be an increased number of disclosures directly relating to child protection concerns. No Wrong Door advocates that all services have a sound knowledge of these thresholds and procedures.

**Professional development training, where appropriate, to develop organisational capacity in the use of the No Wrong Door tools and framework.** To ensure that organisations meet agreed expectations and professional standards of No Wrong Door, including privacy and management of personal information, staff will have the opportunity to undertake training and ongoing professional development. The training will be offered locally and will be co-facilitated by members of the Service Managers Group and the wider No Wrong Door network. Specific areas for training will be based around the content of the No Wrong Door tools.

**Schools and No Wrong Door**

Schools and education providers will play an integral part if the No Wrong Door framework is to achieve its purpose. Schools and education providers by virtue of what they do are in contact with a large number of young people on a daily basis. If they identify a young person in need of support the No Wrong Door framework will introduce a standardised way of working that will help schools and education providers to successfully work in partnership with the service sector.

Schools and education providers have similarities with the service sector in that they are not all the same. In regards to what No Wrong Door is trying to achieve the key differences that schools and education providers have is in their welfare departments. Some schools and education providers have very strong welfare departments with professionals such as social workers, youth workers and psychologists working for them. Other schools and education providers may not be so fortunate.
Some schools may not even have a welfare department or will have a teacher take on this role if and when needed.

The No Wrong Door framework takes these differences into consideration and offers Schools and education provider’s two options for joining No Wrong Door, Level 1 School and Level 2 School. Level 1 will have the ability to complete an intake process and navigate the service system on behalf of a pupil/student. Level 2 will not have the capacity to carry this out and will need greater support from the service sector.

Slide Twenty-eight: Suggested time 30 seconds.

Initial Contact (Key)

It does not matter where a young person presents with an identified need. Under the No Wrong Door framework at their initial contact they are considered to have entered the service system. Therefore it is the job of that service or school to support them to find the help that they require.

Resources required:
- Nil

Presentation:
This slide is to reinforce the key concept of No Wrong Door.
It is a reminder and can be read off the screen.

Slide Twenty-nine: Suggested time 3-5 minutes.

The Tools

Initial Needs & Referral Tool
- Client identifier
- Consent to share information
- Service involvement (current or historic)
- Basic risk assessment
- Screen
- Multiple referral options

Request for Service
- Client identifier
- Consent to share information
- Basic risk assessment
- Referral option

Resources required:
- Copy of “How To” guides
- Initial Needs & Referral Tool” or “Request for Service” tool for each participant.

Presentation:
Copies of the “How To” guides for the two tools can be distributed to the participants. The training at this point turns from background framework and philosophy to the practical nuts and bolts of making effective referrals.

Take a few moments to look through the “How To” guides, which provide an example of how to complete the tools. Hand out a blank copy of the relevant tool your service or school will most use to each participant.
Two key tools have been developed for use by No Wrong Door organisations. These tools have been developed primarily to aid organisations that do not have established needs identification and referral tools. They are not intended to replace existing tools, however, it is expected that organisations will accept No Wrong Door tools as a referral.

It is important to note that No Wrong Door is not about using the tools. Level 1 and 2 Services and Level 1 Schools commit to completion of a needs identification process with all young people that present at their service. If a service does not have an established needs identification process they are encouraged to use the No Wrong Door tools. The two key tools are as follows:

Initial Needs and Referral Tool. This is a multi purpose tool that can be used for both initial needs identification and referral. Level 1 and Level 2 Services will both use the tool in slightly different ways which is linked to the difference in their intake process. Therefore the Initial Needs and Referral Tool serves as both an Initial Needs Identifier and also as a referral tool, so it is a dual purpose document. A Level 1 Service will use the Initial Needs and Referral Tool at the initial point of contact with a young person as a way of identifying the young person’s needs. A Level 2 Service will use their intake process and if needs are identified that require a referral to another Level 1 or Level 2 organisation they may use the Initial Needs and Referral Tool to do this.

You do not have to fill out every section of the Initial Needs Identifier in the No Wrong Door Tool.

Request for Service. This tool is to be utilised by Level 3 Services and Level 2 Schools to request support from a Level 1 Service. This form can be used by a service or school that chooses not to complete the Initial Needs and Referral Tool, and instead chooses to refer the young person to an appropriate service in order to save the young person from having to re-tell their personal details, story and referral needs. The form can also be used by any service or school to refer a young person to a Level 3 Service.

Slide Thirty: Suggested time 30 seconds.

**The Tools**

**Initial Needs & Referral Tool**

The screen is not a diagnostic process, but is a determination of the young persons risk, eligibility and priority for service, with an aim of reaching a balance between service capacity and a young persons needs.

**Resources required:**

- Nil

**Presentation:**

This slide is to reinforce that the purpose of the Initial Needs and Referral Tool.

The screen is not a diagnostic process, but is a determination of the young persons risk, eligibility and priority for service, with an aim of reaching a balance between service capacity and a young persons needs.

This definition is consistent with the Victorian Service Coordination Framework 2012.
Slide Thirty-one: Suggested time 5-10 minutes.

Resource required:

- Internet access – demonstrate www.nowrongdoor.com.au

Presentation:

This slide presents a screen shot of the No Wrong Door online youth service directory.

The No Wrong Door online youth service directory provides over 200 individual service listings to support young people living in the Knox, Yarra Ranges and Maroondah local government areas. The site is designed for young people, service professionals, schools and parents or guardians.

Take a few minutes with the participants to demonstrate the online youth service directory.

Click on ‘Service Professionals’ or ‘Schools’ as appropriate. The text changes under ‘Looking for help?’ as per the audience viewing the site. The ‘Further information links’ at the bottom of each page are also dependent on the audience viewing the site.

Using the search box on the main page type a presenting issue for a young person, such as drug, alcohol, housing, mental health, to provide a sample listing of services who assist. Explore the service page with the details listed. Perform several searches as examples. Explore going through the urgency level pages (crisis help, intervention or advice) and selecting a category. This will list all the services in the Outer East supporting young people in this area.

Slide Thirty-two: Suggested time 2-3 minutes.

Resource required:

- Nil

Presentation:

Take a few moments for participants to explore any outstanding questions the may have about the framework, philosophy or implementation of No Wrong Door.
Case Studies

Resources required:
- Cast studies selected and printed out for participants/groups of participants.

Presentation:
Below are four case studies for you to discuss with participants at the training. Use the No Wrong Door website to find appropriate services (which may be multiple) and talk about how your service or school would help the young person to find the support they require.

Alternatively, use the real example of a young person who has asked for help at your service or school recently to discuss possible referral pathways and how the No wrong Door resources can be used to support the young person.

**Case Study One – Drugs & Alcohol**

A teacher comes to you and states that she is concerned about the drinking habits of a child in her class. She tells you that the child has at least one drink per day, and often steals alcohol from his parents. She advises that the child is disengaged from school and often comes to class very tired. She tells you that she has even seen him wandering around the streets late at night with alcohol in his possession. She tells you that she is concerned about his health and disengagement from school.

- What service would you connect this young person to receive help?

Possible response: headspace Knox, Eastern Drug & Alcohol Service (EDAS)
- Do your participants agree? Why/why not?

**Case Study Two – Family breakdown / homelessness**

A 16 year old student comes to you and states that things are very strained at home and that he is worried about his mum’s relationship with his older brother. He tells you that they shout at each other constantly and each time his brother disappears for days on end. He advises you that things are particularly bad at the moment because he has overheard his mum saying that they are going to be evicted from their home. He tells you that he is worried that if they are evicted they will have nowhere else to go as they have been evicted several times before, they can’t stay in a shelter because his brother has a history of violence and they have no family that they can stay with.

- What service would you connect this young person to receive help?
Possible response: Anchor, Wesley, UnitingCare Harrison (any of the Opening Doors), ChildFIRST, Yarra Ranges Youth Services Counselling Team, headspace Knox.

- Do your participants agree? Why/why not?

**Case Study Three – Sexual Assault**

A 17 year old girl approaches you and says that she is in a relationship with a boy, but he makes her do things that she doesn’t want to do. She states that he has forced her to have sex with him on a few occasions and sometimes hits her if she resists.

- What service would you connect this young person to receive help?

Possible response: Eastern Centre Against Sexual Assault (ECASA), Anglicare Child FIRST (they might refer on to Family Violence Team), Yarra Ranges Council Youth Services (Mental Health and Counselling Team), possible referral to Child Protection.

- Do your participants agree? Why/why not?

**Case Study Four – Child Protection**

A ten year old girl advises you that she is concerned about another girl in her class. She says that she has noticed that her friend often has bruises and has told her that her brother frequently hits her. She tells you that her friend disclosed that her mum is afraid of her brother and does not interfere when he hits her. The girl tells you that at the weekend, her friend came over to her house for the day, and was not keen to go home in the evening. She has never been to her friend’s house as she was told that she isn’t allowed to have friends over.

- What service would you connect this young person to receive help?

Possible response: Department of Human Services, Child FIRST, Child Protection, UnitingCare Connections.

- Do your participants agree? Why/why not?
No Wrong Door in your Service/School

Common Service Commitments
All levels of services commit to the following:
- The philosophy of No Wrong Door.
- The early identification of vulnerable and at risk young people.
- Having sound knowledge of Child Protection procedures and thresholds.
- Accepting referrals submitted using the No Wrong Door tools.
- Professional development training, where appropriate, to develop organisational capacity in the use of the No Wrong Door tools and framework.

Level 1 Service
In addition to the common service commitments, a Level 1 service commits to:
- Completion of a needs identification process with all young people that present at their service. If a service does not have an established needs identification process they are encouraged to use the No Wrong Door tools.
- Completion of the relevant tool when making a referral. If appropriate, No Wrong Door tools can be utilised to achieve this.
- Navigate the service system for a young person and make an appropriate referral(s) in relation to the identified needs of the young person.
- Working in partnership with Level 3 Service(s) or Schools to support them in responding to young people they have identified as in need of support.

Level 2 Service
In addition to the common service commitments, a Level 2 service commits to:
- Completion of a needs identification process with all young people that present at their service. If a service does not have an established needs identification process they are encouraged to use the No Wrong Door tools.
- Completion of the relevant tool when making a referral. If appropriate, the No Wrong Door tools can be utilised to achieve this.
- Navigate the service system for a young person and make an appropriate referral(s) in relation to the identified needs of the young person.

Level 3 Service
In addition to the common stakeholder commitments, a Level 3 service commits to:
• Using the Request for Service tool to refer young people that are identified as in need of support.
• Work in partnership with Level 1 Service(s) to ensure all young people identified as in need of support are referred to the correct Service or School.

**Common School Commitments**
Both levels of schools commit to the following:
• The philosophy of No Wrong Door.
• The early identification of all vulnerable and at risk young people within the current school population.
• Having sound knowledge of Child Protection procedures and thresholds.
• Professional development training, where appropriate, to develop organisational capacity in the use of the No Wrong Door tools and framework.

**Level 1 School**
In addition to the common school commitments, a Level 1 school commits to:
• Completion of a needs identification process with any student who is identified as vulnerable or at risk. If the school does not have an established needs identification process they are encouraged to use the No Wrong Door tools.
• Timely referral using the relevant referral tool. If appropriate, the No Wrong Door tools can be utilised to achieve this.
• Navigate the service system for their students that have an identified need and make an appropriate referral(s) in relation to this need(s).
• Receiving the appropriate Initial Needs and Referral Tool as a referral for only their students.
• Supporting students who have an identified need through their wellbeing department and/or in conjunction with a Level 1, 2 or 3 Service/s.

**Level 2 School**
In addition to the common school commitments, a Level 2 school commits to:
• Using the Request for Service tool to refer students that are identified as in need of support.
• Working in partnership with Level 1 Service(s) to ensure all young people identified as needing support are referred to the correct service.
• Receiving the Request for Service as a referral for only their students.

Exploring these commitments and how our service or school implements them is the final part of this training. What is left is the answer to the ‘Whose Door?’ ice-breaker!
Slide Thirty-five: Suggested time 5 seconds.

**Resources required:**
- Nil

**Presentation:**
Here are the answers!!

Slide Thirty-six: Suggested time 5 seconds

**Resources required:**
- Nil

**Presentation:**
10 Downing Street – British Prime Minister

Slide Thirty-seven: Suggested time 5 seconds

**Resources required:**
- Nil

**Presentation:**
Carrie Bradshaw – Sex & the City
Slide Thirty-eight: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Tardis – Dr Who

Slide Thirty-nine: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
The Whitehouse – President of the United States

Slide Forty: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Buckingham Palace – The Queen of England
Slide Forty-one: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
221b Baker Street, London – Sherlock Holmes

Slide Forty-two: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
Graceland (3734 Elvis Presley Blvd), Elvis Presley

Slide Forty-three: Suggested time 5 seconds

Resources required:
- Nil

Presentation:
The Lodge, Canberra. Prime Minister of Australia
**Slide Forty-four:** Suggested time 5 seconds

**Resources required:**
- Nil

**Presentation:**
Bag End – Bilbo Baggins / Frodo (The Hobbit / Lord of the Rings)

**Slide Forty-five:** Suggested time 5 seconds

**Resources required:**
- Nil

**Presentation:**
The Simpsons
Slide Forty-six: No time allocated.

Resources required:
- Training questionnaire

Presentation:
Final presentation slide.

Take an opportunity to thank the participants for attending and remind them of the No Wrong Door motto of ‘young people at the heart of service delivery’.

Ask participants to complete the second section of the “Training questionnaire” and collate responses.
Training Date: ____________________________
Name (optional): ____________________________

Please circle the appropriate response.

Before NWD introduction training:

1. How would you rate your knowledge and understanding of No Wrong Door (0 being non existent, 10 being an expert).

   ☸ 0 1 2 3 4 5 6 7 8 9 10 ☸

2. I feel equipped to respond to young people at risk

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

3. I feel confident in identifying young people at risk

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

4. I feel confident in responding to young people in need

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

5. I am confident in knowing what services are available to support young people in the Outer East.

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

As a result of the NWD introductory training:

6. How would you rate your knowledge and understanding of No Wrong Door (0 being non existent, 10 being an expert).

   ☸ 0 1 2 3 4 5 6 7 8 9 10 ☸

7. I feel more confident in responding to young people at risk:

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

8. I feel more confident in identifying young people at risk:

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

9. I feel more confident in responding to young peoples needs:

   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

10. I feel more confident in knowing what services are available for young people:

    Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree