

Effective Practice Unit Award Assignment Feedback



*Subeera Seed Pk
see (2013)*

Name of Candidate: Disan Busulwa 10 credit <input checked="" type="checkbox"/> 15 credit <input type="checkbox"/>	Grade PASS
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Comments

This re-submission begins to address the task with some evidence of focus however it is still difficult to follow in places. If you plan to continue with your studies it would be useful to have someone proof read future assignments before submission.

In part one you have clearly stated the KEEP and key indicator of quality selected. You have provided an example from your work to demonstrate the use of this key indicator in your practice. You should avoid the use of terms such as 'kid' on page one and statements which might be considered judgemental, for example 'that young offender was trying to be hard to engage' page 4.

You have chosen to relate two of the McGuire principles to your practice in part two. The examples are relevant and you reflect on your practice to identify which elements you would use again.

In part three you state that you will address your development needs through further training and by consulting with senior professionals. This is the most confusing part of your assignment, when stating your goals it would have been clearer if you had used SMART.

References have been included to support your views however you should ensure that you follow the Harvard referencing method in future assignments.

Name of Tutor:

Signature: C. A. Travers Date: 5.7.06

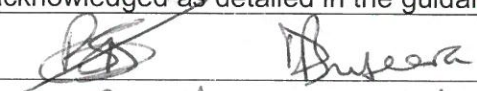
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Effective Practice Unit Award Assignment Submission Sheet

Participant Name	DISAN BUSUWA (re-submission)		
Training Day Date	26/01/06	Submission Due Date	20th/04/06 20/6/06
Assignment Version (tick appropriate box)	15 Credit Version (with INSET) <input type="checkbox"/>	Word Count	2000
	10 Credit Version (without INSET) <input checked="" type="checkbox"/>		
I certify that this assignment is my own work and is written in my own words. Quotes from other authors, source texts have been acknowledged as detailed in the guidance on assignments.			
Participant Signature			
Address where you would like your marked assignment to be returned to	5 Burdon Road APT 6 Sunderland SR11QB		

NOTE:
Candidates will be notified of the assignment submission dates at the training day.

- All submitted work must be legible.
- Each piece of work should be accompanied by a cover sheet, provided by the trainer.
- A word count must be included.
- Each assignment should have the assignment title clearly stated.
- Each page must be numbered and include your full name and training day date. Use one side of the paper only.
- **Two** completed copies must be submitted on or before the submission due date. Remember to keep a copy for yourself. Email submissions are accepted but a hard copy along with a cover sheet must also be submitted.
- Assignments should be sent by **recorded delivery** to the address below to arrive no later than the due date. You should keep a postal receipt as proof of postage.

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Further information can be found in the 'Guidance on Assignments' document.

Participants who submit their work late without an agreed extension will not have their assignment marked.

COMMUNICATION AS ONE OF THE CORE AREAS TO THE KEY ELEMENTS OF EFFECTIVE PRACTICE

Key Indicators of Quality:

Communication

- *"All those involved in a restorative meeting should be given a clear explanation of what will happen and appropriate support and information to enable them to participate in it. The views of everyone involved should be taken into account and any decisions or solutions should be properly discussed with both the victim and the young person".*

Key Elements of Effective Practice - Restorative Justice, Edition 1, Youth Justice Board. (Accessible p.76)

As from the above, this piece of work is mainly linking my practice basing on the above key indicator of quality. The following can then, be observed in the following ways.

To begin with, this was a young offender with a referral order for three months. The kid (10) was accused of damage. As he was entering the conference room, I developed a feeling of seeking his attention. With that achievement, after a half a minute, I had to start off with the introductions. With this, my aim was to ensure that every one at the conference understand who is who. This step brought confidence to the participants by expressing freely at panel.

The second to the above, I had to "*explain clearly the purpose of the meeting*" (Home office /Youth Justice Board - guidance to panels) to the participants. Through this step, the main aim was to make every one understand the purpose of the conference.

Further still, I asked the kid whether he understands what a referral order is? Unfortunately, he did not know what it is exactly and so, I explained what it is, length and its benefits to him.

In addition to the above, I gave the young person a chance to narrate what has happened. And after a while, the parent (victim) had also to speak out her feelings. Through listening to the offender's views and the parent as I reflected those to the resources at hand (a report from the Youth Offending Service). This situation created a

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warm atmosphere in the room that is to say; a young person witnessed a sense of respect and care, which were offered. I gained understanding of a young person's feelings, understanding, thoughts, judgements as well as reasoning. In connection to those, putting the offence and reasons for offending in mind, a contract was later compiled.

Furthermore, asking questions was a powerful tool of communication. The aim was to explore the offence, his reasons for offending and to make him answer and understand how the offence had affected the victim, himself and the community at large.

After those issues above, I had to tell both the kid and the victim to leave the room. This was to give them a break, chance to put on paper what they may think could be of value to be included on the contract and a space for me and other participants who remained to discuss the contract. As a result, it was effectively discussed, arranged and compiled of course with some community reparations.

Then after their break, I had to read the contract to the kid in an even voice.

Thereafter, I asked the kid whether what I read to him made sense. From a clear satisfaction, he then signed the contract amicably together with other accompanying rules. I later, handed in that work to the Youth Offending Team for supervision.

And finally, was a bit of talking too in emphasizing the importance of completing the contract and to providing new indicators to the young person the essence of Education as his attendance at School was worrying as, "*Children need to be shown what they should do and prevented from doing what they should not do and need honest explanations for each piece of every day advice, instruction and praise.*" (Penelope Leach, 1994) (See bibliography)

In addition, thereafter, I had to adjourn the meeting.

I believe this kind of practice was very effective. I gave the young offender some doses, which helped him to cool down and to couple with his pressures from the arrest. This was reached by explaining clearly what a referral order is, purpose and its benefits to the young offender.

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Also to note, the young person and the Parent expressed a sense of satisfaction for the service rendered. The kid signed the agreement together with the additional encouragement of the victim and at the end; happily, they had to go on their way back home hence preventing offending and re-offending.

(Part 1)

MY PRACTICE BASED ON McGuire's PRINCIPLES

This part of the essay is focusing on my practice based on Intervention modality and Risk classification as some of the two of McGuire's principles. Those chosen principles are trying to evaluate my practice accordingly.

To begin with, is the intervention modality. This principle is a skills base methodology. It is aiming at problem solving by a young person using thinking - behaviour approach. The interventions were basically rotating on an individual. This was reached citing circumstances, which I considered to be surrounding the offence and reasons for offending.

This was Sam of 10 years old. His offence was specific on damage and was motivated by personality, behaviour patterns, knowledge awareness, residence and the level of learning. In that, I thought of some activities, which were of a better quality to the boy. In respect to that, general interaction work in terms of litter picking, questionnaires/teen talks with a session worker, general conversations and to getting connected with the Phoenix project activities like the fire brigade were considered. With the help of Edward de Bono phrase '*the plus, minus and interesting tools - (motivation) (attention directing)...*' were used. (Accessible p.128)

Risk classification another principle of McGuire as per my practice. This principle matches the level of the offence plus an intervention to an assessment of the seriousness of the offence, reasons for offending together with the risk of re-offending.

From that angle above, the young person was presented with risks, which were endangering his life. By the way, this young man had been excluded from School permanently. What stimulated all such above was

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the use of alcohol, which was estimated to be at a high rate. This used to encourage him to become violent.

In addition to the above, that young offender was trying to be hard to engage, no aspirations and on top, he had other peer members who were known.

As a result of all the above, I had to think of some intervention processes in order to bring back Nathan (16) on track. In regard to this, a referral to Education Social worker was agreed, as he did not take up alternative Education. Another referral to (YDAP) which is the Youth Drug Alcohol project was also encouraged.

In connection to that recent above, even a one to one sessions regarding self-esteem, and a mentoring session were still offered. The young person was not giving out the issues clearly and so, in reaction to that he was encouraged to speak clearly. Consequently, the contract had to be signed coupled with some other specific victim and Community reparations.

The elements of my practice, which I would use again among others, include; to encouraging the young kid to speak clearly. I believe through clear speaking, it enables me to get the proper information required.

Another element is the use of intervention processes. For instance the use of referrals to YDAPS, Social Education Workers, name it! If appropriate. Further to that, is the borrowing of the Plus, Minus and Interesting tools. This is because a young person's interests, dislikes has to be followed accordingly.

Besides that, is the element of encouragement to completing the contract. This enables the young person to understand deeply its implications and importance. Thus preventing offending and further offending.

Equally important, is understanding the offence and reasons surrounding the offending. As a result of that, it enables me to deal in exploring the young person. Also making young person realise his mistake. This help supports the measures laid down to preventing offending and re- offending in a more realistic manner.

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Finally, as a result of all the above, I would improve on my practice in the future through engaging in Education, attending training days, consulting the seniors in the Profession and also making a reflection in relation to my own practice. Not to forget, visiting other related literature concerning the matter.

To crown it all, my demonstrations as linked to McGuire's principles are categorically identified as Intervention modality and Risk classification. I therefore consider all the above basing on my Effective practice, preventing offending, re-offending and above all restoring Justice.

(Part 2)

MY FUTURE DEVELOPMENT NEEDS ENGANGING FROM PARTS 1 AND 2 PRACTICE

In the first place, I explain the future as the time after now well as development is to become advanced. Through the practice I have seen in parts 1 and 2, has therefore embedded my decision on future plans in the following ways.

The foremost is the quality of work presented. By skimming through these pieces of work, has shown me great indicators for the time to come. Hence a decision on my future development needs. On the other hand, this will be met in future by writing more assignments to the Youth Justice Board.

Secondly, is the use of references and words of wisdom from the different sources of quality. When I looked at those sources, I developed a sense of good practice. Through those literature sources, has also helped me to decide on future development needs. These sources of quality and other related will be met in future when drawing some signposts to the Board.

Further still, is the tone of expression in communication. By adding flavour to different stages of writing, also stimulated myself in making a decision to my future. This showed me a way of presenting the Youth Justice Board's information in a variety of ways. This quality will be met through writing reports and filling in forms with a high standard possible.

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Equally important, is the approach to the young people. Through respecting them no matter how big or small they are. Imagine! In part 1, although I had already convinced the young offender to sign the contract, also the victim herself added some encouragement to the kid. This ensured myself how perfect the service was. You can also tell! It surely helped me to decide on my future development needs. I believe this kind of practice will be met through rendering more services to the young people.

In connection to the above, the plus, minus and interesting tools (motivation) will be used when dealing with the young people. By using this strategy has therefore, shown me greater returns in preventing offending and re - offending. This will be met in future through giving advice, praise and bits of fun where necessary and appropriately.

Besides all those above, Penelope Leach also stresses it clear that children first - what we must do - and not doing for the children of today. Indeed, children need to be shown what they should do and prevented from doing what they should not do. Believe it or not these young kids need honest explanations, instructions and praise. So basing on all that criteria plus my abilities in preventing offending and re-offending helped me in deciding on future goals. Therefore, even in regard to Penelope's call, there is no sounding reason why I should change direction.

All in all, I regard this reflection to practice of parts 1 and 2. It has helped me a lot in deciding on my future development needs. With no doubt, I still believe that all those needs identified above, will be met through engaging in education and consulting the seniors in relevant Professions. Moderator, for your information, by the moment I receive my credits pass results aim is to continue to share and use those knowledge results in the field of Youth Justice.

(PART 3)
(Altogether, 2000 words)

Bibliography

1. Youth Justice Board -Restorative Justice -Edition 1
2. Home office/ Youth Justice Board's guidance to panels
3. Penelope Leach, 1994. Children first, What we must do and not doing for our children today
4. The writer's experience as a panellist
5. Edward de bono - Teach your child how to think