6th Annual Social Work and Social Care Research in Practice Conference

6th March 2019

#socialworkmakesadifference
Marie Roulston

Director of Social Care & Children
Health & Social Care Board

Welcome and Opening Remarks

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Dr John Canavan, Dr Carmel Devaney & Professor Caroline McGregor

National University Galway

Building Prevention, Early Intervention and Family support in Child Protection and Welfare Systems: The Evaluation Story

Dr. John Canavan
Dr. Carmel Devaney
Professor Caroline McGregor

4/3/2019

The Development and Mainstreaming Programme for Prevention, Partnership and Family Support Research and Evaluation Study, UNESCO Child and Family Research Centre, NUI Galway

www.nuigalway.ie/childandfamilyresearch
PRESENTATION AIMS

– Elaborate what a commitment to a pluralist stance in the evaluation of social interventions looks like in practice

– Demonstrate value of different approaches in our evaluation of the Prevention, Partnership and Family Support (PPFS) programme:
  • Overall systems
  • Meitheal and Networks
  • Public Awareness
Presentation Structure

• Pluralism and Systems Change – John
• Meitheal and Networks – Carmel
• Public Awareness – Caroline
• Conclusion – John
The ‘What?’ of Pluralist Approaches to Evaluation

• Context
  o Centre involved in a range of evaluation studies; context of pressure to implement RCTs
  o Evolved a perspective – see the value of but not always necessary

• What
  o Pluralism implies more than one approach required; an openness to a range of methods
  o A starting orientation – might settle on an experiment etc.
The ‘Why?’ of Pluralist Approaches to Evaluation

– Methodological aptness
– Practice wisdom
– Service-user voice
– Common factors
– Experiment and ....
– Matrix not hierarchy
The research question for this study was derived from the logic model for Development and Mainstreaming Programme for Prevention, Partnership and Family Support:

*Is the organisational culture and practice of Tusla and its partners changing such that services are more integrated, preventative, evidence informed and inclusive of children and parents? If so, is this contributing to improved outcomes for children and their families.*
A Pluralist Evaluation Approach

• Significant programme of activity at different stages requiring different strategies
• Formative / Summative
• De facto pluralist
• Systems Theory overarching theoretical framework
• Implementation Science – secondary orientation
• Note – International Advisory Board Quality Assurance
Some Concepts

• Systems: ‘..certain formal and informal structures, functions and capacities that have been assembled to prevent and respond to violence, abuse, neglect and exploitations’ (Bissel, 2012: 3)

• Systems change in Child Welfare and Protection
  – context, components, connections, infrastructure, scale (Coffman, 2007)

• Culture: ‘the shared norms, beliefs, and behavioural expectations that drive behaviour and communicate what is valued in organisations’ (Hammelgarn et al., 2006: 75)

• Climate: ‘as the ‘individual employees’ perceptions of the psychological impact of their work environment on their well-being’ (Glisson, 2007: 739).
Figure 5 Conceptual Framework

**Systems Change attributes and initiatives**
- Context - political will and public support
- Components - structures, functions, process, roles, funding and procedures
- Capacity - funding, facilities, material resources, skilled personnel, and accountability
- System integration - coordination, cross-sector governance, shared goals/training/standards/information
- Scale - ensuring a comprehensive service is available to as many people as possible
- Conductive Institutional Structures

**Outcomes**
- **Change in organisational Culture**
  - Shared norms, values and briefs and behavioural expectations
  - Places the well-being of the client first
- **Change in Organisational Climate**
  - Shared perceptions on the impact of the working environment on staff
  - Staff feeling supported and engaged in their work

**Leadership**
- Adaptive
- Collaborative
- Distributive
- Inclusive
- Outcomes-focused

**Implementation, Process and Outcomes**

**Inner and outer organisational contexts**
- Embedding of Evidence-informed Practice
- Ensuring priority, confirming referral processes, and monitoring fidelity
- Relationships and collaborations with key stakeholders
- Ensuring buy-in from external stakeholders.

**EPIS Framework**
- Exploration
- Preparation
- Implementation
- Sustainability
Outcomes

• Prevention and Early intervention are embedded in culture and practice
• Services are more:
  • Integrated;
  • Preventative;
  • Evidence informed;
  • Inclusive of children and parents;
• Improved outcomes for children and their families
Research Design and Methodology

1. Literature Review
   The aim of the literature review was to explore the central ideas and frameworks from systems theory and implementation sciences which provides an interpretive frame for our analysis and discussion.

2. Documentary Analysis
   The objective of the documentary analysis was to explore the strategic importance, commitment and orientation towards prevention and early intervention at a national government and Tusla operational agency levels.

3. Secondary Analysis of the five Work Packages
   This methodological process involved the harvesting of data from the five existing work packages which informed our overall evaluation on the process and implementation, outcomes and sustainability of the PPFS Programme.


Combined Methods adopted across all Work Packages
- Qualitative Interviews and Focus Groups
- Surveys (Baseline and Follow-Up) = 7
- Questionnaires (pre, post and follow-up) = 9
- Literature Reviews = 8
- Documentary Analysis = 5
Key Learning from Overall Systems Change Study

Because of / and what helped = Long-term meaningful partnership

Challenges
- Conventional – access etc.
- Strong on discourses / structures / € - BUT! Couldn’t evidence behaviours that reflect stated commitments
- Outcomes across the system – longer term

Alternative designs
- Survey / quantitative based etc. / explanatory power

Real-world
Working with the situation as it is ? Longer-term different designs ?
The Meitheal model & the Child and Family Support Networks (CFSNs)

Research design & implementation in the real world

https://youtu.be/E2izfNfl_H4
Meitheal
A TUSLA led national practice model

• Aims to ensure that children and families receive support and help in an integrated, coordinated & accessible way
• Targeted at children and families in need of support who do not meet the threshold for child protection intervention
• Intended to avoid duplication and the need for families to repeatedly (re)tell their story
• Voluntary participation led by a Lead Practitioner

CFSNs
- multi-agency networks developed within each Tusla area
- open to any service working with families
Research Aims
To evaluate...

• The impact of Meitheal on Outcomes for children, young people and Families

• The process of implementation of the Meitheal Model

• The impact of Meitheal and CFSNs on the system of help provision
Initial research challenges

• What data do we need? Focus on Process & outcomes
• How will we collect this? What will be least burdensome for & acceptable to family members/ practitioners...
• How do we measure Meitheal implementation?
• How do we measure fidelity?
• Sample size - how many do we need?
  – Different Tusla areas at different stages of implementation
  – How many Meitheals are/were initiated?
  – How many do we need to make this research significant?
  – Representative sample of referrals
Agreed Research Design

- Exploratory, Longitudinal study (pre, post, follow up)
- Mixed method
- 4 waves of data collection nationwide (over 10 month period)
  - New Meitheals ONLY
  - Children, Young People, Parents, Families (as case study), Lead Practitioners
  - Areas could provide families at any time during study

Aiming for minimum of 184 families ... discussed including up to 500!!
### Data Collection Wave 1 (Jan- Feb 2017-Jan-Feb 2018)

Outcomes and process. In depth case studies with families and practitioners.

#### Pre-test (T0) Post-test (T1) (after 6 months) and follow up (T2) (after 1 year)

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>HOW</th>
<th>WHO</th>
</tr>
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<tbody>
<tr>
<td>Managers</td>
<td>Interviews/ focus groups (depending on availability of participants)</td>
<td>UNESCO CFRC</td>
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<tr>
<td>Practitioners</td>
<td>Developmental workshops (case studies)</td>
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<tr>
<td>Coordinators</td>
<td>Fidelity Checklist</td>
<td>Tusla staff (lead practitioners)</td>
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<td>Networks</td>
<td>Focus groups/ interviews (depending on availability of participant)</td>
<td>UNESCO CFRC</td>
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<td>Families</td>
<td>Family Star Plus</td>
<td>Tusla staff (lead practitioners)</td>
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<td></td>
<td>Semi-structured interviews</td>
<td>UNESCO CFRC</td>
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<tr>
<td></td>
<td>Family routines (case studies)</td>
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<tr>
<td>Parents</td>
<td>Malaise Inventory/ GHQ 12 items</td>
<td>Tusla staff (lead practitioners)</td>
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<tr>
<td>Children, Young people</td>
<td>Strengths and Difficulties Questionnaire, My Star/ Youth Star</td>
<td>Tusla staff (lead practitioners)</td>
</tr>
<tr>
<td></td>
<td>Participatory methods Interviews</td>
<td>UNESCO CFRC</td>
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</table>
Recruiting practitioners... Why is it worth doing?

- Determine the impact of the Meitheal Model on outcomes for children, young people and families.
- First study nationwide focused on prevention and early intervention.
- Exciting, ground breaking research
- Opportunity for continuing professional development (CPD credits)
Planned design... and real world Challenges

• Working through gatekeepers (middle managers)
  – Mixed views on research!
• Delivered information sessions to teams & training to practitioners in each area (provided hard & soft copy of tools)...and follow up sessions

• Families trickled in...
  ... 4 in 1st month... 3 in 2nd month...
Our response...

Mandate from management, Posters, Flyers, Competition, national event to encourage recruitment...

Reduced perceived burden on practitioners – UCFRC did *all* data collection (no need to train them!)

- Uptake increased slightly... (to a steady trickle)
- Ongoing campaign of reminding, recruiting, cajoling practitioners to ask families....
- Once LPs got involved they stayed involved...
Ongoing challenges....

• Maintaining families involvement (closed / referred to CP)
• No case studies.. Numbers too low at point we could have included them...

Final n = 85 families

• Request to include families pre-lifetime of this study as so many wanted to tell their story!
  – Opened up to retrospectively include all families (separate study with no link with the process and outcomes study)....
  – Issued call September – December n = 10
CFSNs

Initial design
Meitheal & CFSN model

Actual design
Meitheal model & the CFSNs
New design, New study, Separate process

20% of 45 Networks

N = 9 (focus groups)
Planned Secondary Data Analysis

- Meitheal database (profile, presenting need, process, intervention, outcomes)
- Quarterly Tusla Performance Reports on CP, CW, FS
- Central Statistics Office & Growing Up in Ireland

Actual Secondary Data Analysis

Meitheal database (profile, open / closed, forms completed, categories of reasons for Meitheal

Indirect access via Tusla

Quarterly Tusla Performance Reports (time lag)

Didn’t use CSO data / GUI
We got there in the end..
Key learning

- Timing of evaluation
  New territory for both Tusla and UCFRC
- Culture of research needed...
  - Requirement to bridge the gap between research and practice
  - Commitment from organisation to champion & support research
  - Commitment to making research accessible
  - Feedback to participants...

- Cost effective research team (RAs)
- Clear pathways of access to secondary data
MEASURING PUBLIC AWARENESS OF THE PPFS

Design Challenges and Responses
RESEARCH QUESTIONS for PUBLIC AWARENESS

- RESEARCH QUESTIONS
  - Do the public understand its role, purpose and processes (of how to access services, for example)?
  - How can the public be made more aware of Tusla with a view to ensuring the service is maximised as a means of enhancing child and family well-being?
  - WHAT IMPACT WILL A PUBLICITY CAMPAIGN HAVE on PUBLIC AWARENESS?
  - What mechanisms work best for informing the public?
  - How has the public’s level of awareness changed at end of 2017?

- INTENDED OUTCOME

<table>
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<tr>
<th>PERIOD</th>
<th>RESEARCH QUESTIONS</th>
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<td>SUMMATIVE</td>
<td>Do the public understand its role, purpose and processes (of how to access services, for example)?</td>
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<td>FORMATIVE</td>
<td>How can the public be made more aware of Tusla with a view to ensuring the service is maximised as a means of enhancing child and family well-being?</td>
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<tr>
<td>FORMATIVE</td>
<td>WHAT IMPACT WILL A PUBLICITY CAMPAIGN HAVE on PUBLIC AWARENESS?</td>
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<tr>
<td>FORMATIVE</td>
<td>What mechanisms work best for informing the public?</td>
</tr>
<tr>
<td>SUMMATIVE</td>
<td>How has the public’s level of awareness changed at end of 2017?</td>
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</tbody>
</table>
Tusla planned to design an Awareness Campaign for 2015 and UCFRC evaluates the impact of this by 2018.

To inform the Campaign, we studied more well established campaigns in Ireland.
Significant Outcomes

- TUSLA Communications Team
- Mixed Method Collaborative Research
- Researchers
- Practitioners / Local Areas
Science of Measuring Campaigns

- Campaign impacts are often unclear
- More effective with resources
- Limited evidence of IMPACT
- Knowledge vs Behaviour change
- Short-vs long term impact
- Campaign Impact Measurement
- What is being evaluated?
Limitations of Publicity campaign Impact evaluation

- Low response rates
- Non-standardised instruments
- Impact of real-world conditions on systematic evaluation
- Timing and Duration
- Attitudinal and behaviour changes

AND.........
And what if there is no campaign to measure the impact of?

Initial Worry about MIXED MESSAGES of Campaign
TIME RAN OUT for CAMPAIGN TO BE IMPLEMENTED
• PROBLEM : What do we do NOW?!!

MOVE FROM SUMMATIVE to FORMATIVE EVALUATION
• STILL do SURVEY BASELINE AND FOLLOW UP – but CANNOT ASSOCIATE REASONS FOR CHANGE in AWARENESS with CAMPAIGN

USE LITERATURE REVIEW TO ADVISE FOR FUTURE
• COLLABORATION WITH Communications TEAM and ONGOING UPDATED LITERATURE REVIEW to INFORM Communications Strategy

Develop INNOVATIVE new aspects to STUDY- EG: MEDIA ANALYSIS (assisted by International Advisory Board)
### SNAPSHOTS Table 8 (page 23) Articles & News Items by Theme and Rating

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<thead>
<tr>
<th>Theme</th>
<th>Number of Articles</th>
<th>Positive</th>
<th>Negative</th>
<th>Both</th>
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<tr>
<td>Support Services &amp; Programmes</td>
<td>25.2%</td>
<td>17.2%</td>
<td>4.3%</td>
<td>3.7%</td>
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<tr>
<td>Child Protection</td>
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<td>2.7%</td>
<td>7.3%</td>
<td>4.6%</td>
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<td>Children &amp; Young People in Care</td>
<td>14.4%</td>
<td>1.3%</td>
<td>10.4%</td>
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<td>Funding</td>
<td>12.4%</td>
<td>3.9%</td>
<td>6.9%</td>
<td>1.6%</td>
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<tr>
<td>Tusla Policies &amp; staffing issues</td>
<td>10.6%</td>
<td>0.4%</td>
<td>9.3%</td>
<td>0.9%</td>
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<tr>
<td>Whistleblowers</td>
<td>7.2%</td>
<td>0.2%</td>
<td>6.5%</td>
<td>0.5%</td>
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<td>Childcare, Services &amp; Crèches</td>
<td>8.4%</td>
<td>2.2%</td>
<td>3.6%</td>
<td>2.6%</td>
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<tr>
<td>Schooling &amp; Homeschooling</td>
<td>4.1%</td>
<td>1.6%</td>
<td>1.5%</td>
<td>1.0%</td>
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<tr>
<td>Advert for Foster Carers/Carers/Staff</td>
<td>3.4%</td>
<td>3.3%</td>
<td>0</td>
<td>0.1%</td>
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<tr>
<td>Adoption &amp; Mother &amp; Baby Homes</td>
<td>3.1%</td>
<td>0.6%</td>
<td>1.8%</td>
<td>0.7%</td>
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<tr>
<td>Foster Carers</td>
<td>1.9%</td>
<td>0.9%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Tusla Legal Spend</td>
<td>1.0%</td>
<td>0</td>
<td>0.7%</td>
<td>0.3%</td>
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<tr>
<td>Young People’s Mental Health</td>
<td>0.5%</td>
<td>0</td>
<td>0.4%</td>
<td>0.1%</td>
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<tr>
<td>Retrospective Abuse</td>
<td>0.4%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>34.2%</td>
<td>47.2%</td>
<td>18.6%</td>
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</table>
Baseline and Follow Up Survey
2015 & 2018

Demographics: including questions on age, gender, ethnicity, social class, region, and prior service engagement.

- Knowledge: including questions on knowledge about family support

- Help-seeking: including questions on where supports could be accessed, and which supports, if any, have been accessed.

- Perceptions: including questions on current attitudes to the provision of PPFS services, and perceptions of whether and how services may improve.

2018 survey only: how best to inform the public about services.
Sample Frame and analysis

- the adult population of the Republic of Ireland
- 1000 PARTICIPANTS
- controls on age, gender, social class, and location.
- One hundred nationally representative sampling points X 10 interviews conducted
- Inferential analysis techniques: Statistical vs practical Significance
Key Summative Message: Public Are More Aware (but we don’t really know exactly how this came about)

- Increase in knowledge of Tusla in general from 25% to 56.4%
- Increase in knowledge of Meitheal from 5.9% to 10.5%
- Increase in response to ‘Have you heard of PPFS’ from 15.3% to 28.6%
- No significant change in knowledge of what a family support service is (51.1% to 50.4%)
Macro Level Findings

Child Protection and Family Support: Media and Public do not differentiate CP and FS as we do ‘intellectually’ and ‘in policy making’

Role of supporting the FAMILY and COMMUNITY: One quarter rely on own Family and informal networks in 2018 (increased)

Responsibility of ALL government and allied social Services: Most people rely on GP, Schools PHN’s for their FAMILY SUPPORT ..especially in RURAL contexts
Conclusions

1. Value of pluralist approach in complex, large scale system change studies
2. Add to our starting points – ‘Realworld-ness’
3. Methodological capacity +++
4. Value and challenge of working in partnership – with practitioners, managers, leaders
   – What the different partners bring - mutuality
5. International transferability – conceptual basis (to be written up!!!)
Acknowledgements

• Children, young people and families
• Tulsa and other stakeholder staff
• Our colleagues at UCFRC
• The Atlantic Philanthropies Ireland
• Galway University Foundation
• NUI Galway
Breakout Morning Sessions
Commencing 11.00am – 12.00

Room 1 - CHICHESTER ROOM
Chaired by Brian Taylor, Ulster University

Room 2 - DEERPARK ROOM
Chaired by Pauline Leeson, Children in Northern Ireland

Room 3 - ASHLEY ROOM
Chaired by Peter Reynolds, Northern Ireland Guardian ad Litem

Room 4 - FISHERWICK ROOM
Chaired by Michaela Glover, Health & Social Care Board
Tea & Coffee
Using research to inform and change both public policy and practice to better safeguard and protect citizens from exploitation
Using research to inform and change both public policy and practice to better protect vulnerable citizens

6th March 2019, Belfast Castle

6th Annual Social Work and Social Care Research in Practice Conference

Professor Keith Brown
Director of the National Centre for Post-Qualifying Social Work and the Centre for Leadership, Impact and Management Bournemouth
kbrown@bournemouth.ac.uk
Perfect storm

- Increasing demands
- Budget pressures (or reductions)
- Higher expectations from society and growing awareness of issues
- Just the tip of the ‘ice berg’ looking into the ‘unknown’
- Some of the most vulnerable members of our society
Do we end up feeling like this?
“You are on patrol in outer London when an explosion occurs in a gas main in a nearby street. On investigation you find that a large hole has been blown in the footpath and there is an overturned van nearby. Inside the van there is a strong smell of alcohol. Both occupants - a man and a woman - are injured. You recognise the woman as the wife of your Divisional Inspector, who is at present away in the USA. A passing motorist stops to offer you assistance and you realize that he is a man who is wanted for armed robbery. Suddenly a man runs out of a nearby house, shouting that his wife is expecting a baby and that the shock of the explosion has made the birth imminent. Another man is crying for help, having been blown into an adjacent canal by the explosion, and he cannot swim.

Bearing in mind the provisions of the Mental Health Act, describe in a few words what action you would take.”

The officer thought for a moment, picked up his pen and wrote:

"I would take off my uniform and mingle with the crowd."
In 1601 an English sea captain carried out an experiment and demonstrated that scurvy could be prevented by giving sailors three teaspoonful of lemon juice every day. Scurvy, at this time, killed more sailors on long sea voyages than warfare, accidents, and all other causes of death.

One hundred and fifty years later a British Navy physician confirmed these findings, but it still took another forty-eight years before the British Navy eradicated scurvy by adopting the idea of supplying citrus fruit for scurvy prevention in 1975.

The merchant mariner had to wait another seventy years and suffer an unknown number of deaths (probably between a half to two-thirds of all long voyage sailors), before the Board of Trade adopted a similar policy in 1865. This was two hundred and sixty four years after the first empirical proof of the solution.

(Mosteller, 1981)
Comparison with child abuse

- 1957 - Finkelnor – X-Rays
- 1979 - Non accidental injury (N.A.I) to child abuse
- Mid 1980’s – Child sexual abuse
- Late 1980’s – 90’s – Child emotional/ psychological abuse

Growing realisation that most ‘abusers’ are known to the victim (family and friends) or position of trust
Scamming and Fraud

• Clearly been around for a long time
  ▪ Creation of National Scams Team in 2012

• Initial / early work to recognise that scammers were / are criminals – often serious and organised crime

• But - just like the ‘awareness’ of child abuse now increased realisation that significant ‘scams’ from relatives, friends and from people in position of trust – i.e. paid carer!
Scamming and Fraud

- We know that it is the lonely (and in particularly the elderly in cognitive decline who are most at risk)
- We now recognise that the scale of scams is immense
- That the impact of being scammed is much more than the loss of money – huge impact on psychological wellbeing and confidence – plus impact of wider family
- There is also the indirect impact on wider society which often ends up picking up the ‘cost’ – e.g. care home fees
What are we doing about the problem?

- **We trained hard:** But it seems that every time we were beginning to form into teams we would be re-organised. I was to learn later in life that we tend to meet any new situation by re-organising and a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency and demoralisation.

  *AD 66 Gaius Petronius*
So What is Required?

• Significant research, policy change, use of technology and in particular public debate and discussion about the scale and impact of the problem
• We will only have a chance of solving the problem if society recognises the scale and impact of the problem and all of society plays its part to reduce the impact
"A document, a statement of his wishes would have been totally non-negotiable. But Paul didn't have one. Who does? You think as a wife you'll be able to speak for your husband, be their voice. It's shocking to find that you can't."

The Telegraph, 8th January 2017

PC Paul Briggs: Wife asks court to end life support 'hell'

Turn off life support for police officer, judge rules

PC Paul Briggs case: Plea to 'respect injured officer's wishes'
• What are you / we doing to better protect yourselves and your loved ones???
• We must start having conversations with our own loved ones about our own mortality – and how we want to be supported at our ‘vulnerable 'times
  ▪ We must talk about money
  ▪ We must talk about our ‘end of life’ desires - advanced care planning for all adults – not just the elderly
Resources freely available

Next of Kin: Understanding decision making authorities

National Mental Capacity Act Competency Framework

Advance Decisions to Refuse Treatment

Suggestions on the value and use of ADRTs in society

www.ncpqsw.com
Postal/mail scams

These are sophisticated scams driven by criminals.

Victim Profile

Some victims respond because they believe what they are told by the “system” and also perhaps forget that they responded last week and the week before. Some, now we recognise, have little or no other social interaction and respond to scam mail as this is their main / only reason to get out of bed in the morning.

N.B. Silverline growing use.
Doorstep crime

- Use of technology via doorbell and camera systems under active development.
Targeting of older vulnerable people

Number of nuisance calls received per month

It looks like we are at last seeing a decline in the number of nuisance calls received, however vulnerable people are still receiving significantly more than the rest of the population.
Scamming a crime but what about legal companies acting in an “illegal way”?

- Clear evidence of legal companies targeting and repeat selling to ‘vulnerable’ individuals – are they making an ‘unwise decision’ or is this a cognitive impairment issue?
- If a charity or fundraiser phones every week for a donation and one is given because the person cannot remember that they have already given last week and the week before – Is this a scam?
- So scamming is not just driven by Criminals but also by legitimate organisations.
• Work to date to support citizens on ‘suckers lists’ (4,500) in West Yorkshire – has saved over £900,000 in money prevented being spent following intervention.

• They estimate that if only 10% of victims in West Yorkshire were to need residential care a year earlier as a result of falling victim, this would represent an additional £29 million to the West Yorkshire public purse.
Banking protocol

• National rollout Autumn 2017
• One branch in the pilot site
  ▪ London Borough of Havering – stopped £400,000 of scam theft in one year
  ▪ Latest MET police is that 42 police forces were live (up to December 2017) with a total fraud prevention £13,243,124 and 129 arrests
  ▪ 1,595 emergency calls placed with an average prevention of £8,302 per call
New trends in scamming

- With better protection/disruption of mail and telephone scams, we are seeing a rise in internet crime/scams

- N.B. Exacerbated by the closure of bank branches and rise in internet banking
The average number of prosecutions per LA in England and Wales has remained at 1 prosecution per LA per year (1.07 in 2013/14 and 0.95 in 2014/15).

25 Las had taken two or more prosecutions in 2014/15 (20% of responding LAs, 15% of all LAs). (Down from 32 in 2013/14)

Resources:
- Total spend on TS £124m (from £213m in 2009). 5 TS Services with a budget of less than £200,000.
- Lack of forensic capability for most Las to submit items for analysis including fingerprinting and DNA, to assist with the identification of offenders.
We must be right!!

This is the transcript of a genuine radio conversation between a US naval ship and Canadian authorities off the coast of Newfoundland in October 1995:

**Americans:** Please divert your course 15 degrees north to avoid a collision.

**Canadians:** Recommend YOU divert YOUR course 15 degrees to the south to avoid a collision.

**Americans:** This is the captain of the US navy ship. I say again, divert YOUR course.

**Canadians:** No, I say again, divert YOUR course.

**Americans:** This is the aircraft carrier USS Lincoln, the second largest ship in the US Atlantic fleet. We are accompanied by three destroyers, three cruisers, and numerous support vessels. I demand that you change your course 15 degrees north, that’s ONE FIVE degrees north, or counter-measures will be undertaken to ensure the safety of the ship.

**Canadians:** We’re a lighthouse. Your call...
• To influence public policy and practice you need to be creative with the ways of getting your messages out.
  ▪ Form alliances
  ▪ Write and produce materials for a wide audience range, not just academics (even at the cost of R.E.F!!!)
  ▪ Use T.V. and Radio – but note it comes to you when ‘it’ wants to and not when you want to use it; so play the long game
  ▪ It simply takes time – be consistent – build relationships and be prepared for early mornings a short notice
  ▪ **Top Tip** – be clear of your ultimate goal – to change both public policy and practice and keep this as your guidance principle.
How to play:

1. Each player puts their counter on the space that says 'start'.

2. Take it in turns to roll the dice. Move your counter forward the number of spaces shown on the dice.

3. If your counter lands at the bottom of a ladder, race up to the top.

4. If your counter lands on the head of a snake, you get scammed and must slide down its tail to the bottom.

5. The first player to get to the space that says 'home' is the winner.

Congratulations you beat the scammers.
New text issued by C.T.S.I to every trading standards department and chair of adult safeguarding boards.


Also learning/training resources available for free early 2018 to support community/domiciliary workers to help spot/identify victims of scams.
The Little Boy Story

- What lessons does this tell us about keeping our professional focus and attention on doing the ‘right thing’ always, whatever the organisational pressure