Brain Injury
SA.

SSAYiT

Support SA Youth Initiative Transition Program – *SSAYiT*

2016 – 2018

empowering YOUth initiatives

an Australian Government initiative

Funded by the
Department of Employment

Presentation Outline

- Overview of SSAYiT
- Six program pillars
- Case study
- Program one outcomes
- Conclusion

SSAYiT Program Vision

SSAYiT is designed to assist young people living with disability to grow their participation in further education and open employment.

It offers participants targeted, person-centred support to develop their unique strengths and promote wellbeing. It aims to help them build a strong foundation for a bright future.

SSAYiT Program

Who is SSAYiT for?

- Participants aged 15 to 24 years
- For people with ABI or other conditions resulting in cognitive impairment, including:
    - Intellectual disability
    - Autism Spectrum Disorder
    - ADHD
    - Mental Illness
    - Learning disability

SSAYiT Program

Program structure

- 10 week program
- 2 stream process – Wellbeing & Vocational Assistance
- Participants undertake both group and 1:1 sessions
- 16 weeks ongoing post-program support

SSAYiT team

- Program Coordinator
- Vocational Consultant
- Youth Counsellor
- Student Support

Vocational Assistance component

Vocational assistance includes

- Applying for employment
- Mock Interviews and Workplace Scenarios
- Workplace Safety and protecting self
- Vocational rehabilitation
- Workplace visits
- Follow up of concerns or queries
- Connection to services
- Monitoring of progress
- Ongoing evaluation

Wellbeing component

- 10 group wellbeing sessions
- Access to 1:1 counselling where required
- Wellbeing units focus on:
    - Exploring challenges and sharing life experiences
    - Relationship with self
    - Optimal functioning
    - Positive choices
    - Building resilience
    - Neuroplasticity and improvement
    - Adapting and challenges of change
    - Personal values
    - Goal setting and personal growth

SSAYiT Pillars

- 1. Person-centred approach
- 2. Supportive, inclusive and fun environment
- 3. Strong focus on wellbeing
- 4. Strength based approach
- 5. Collaboration
- 6. Rigorous measurement

Pillar 1: A person-centred program

Pillar 1: A person-centred program

- Helping participants to clarify and work towards their own goals
- What success looks like will differ from participant to participant
- Respecting people as the experts of their own lives
- Catering for different learning styles
- Being flexible to minimise barriers to participation
- Being responsive

Pillar 2: A supportive, inclusive and fun environment

Pillar 2: A supportive, inclusive and fun environment

- Engagement is key
- Ground rules
- Celebrating diversity
- Managing challenging behaviours

Pillar 3: A strong focus on wellbeing

Pillar 3: A strong focus on wellbeing

- Wellbeing as a foundation for life
- Counselling to build on group discussions
- Positive psychology principles
- Neuroplasticity – how we can all improve our brains

Pillar 4: A strength-based approach

Pillar 4: A strength-based approach

- Assisting participants to identify and employ their strengths
- Helping participants to clarify their personalities and interests
- Building confidence and broadening horizons

Pillar 5: Collaboration

Pillar 5: Collaboration

We collaborate with:

- Participants' families and support networks
- Organisations to gain referrals and to hold programs in suburban and regional centres.
- Disability Employment Services providers in the post-program support phase to help participants to secure work
- Disability support services at TAFE and universities
- Mental health services

Pillar 6: Rigorous measurement

Pillar 6: Rigorous measurement

We measure the following:

- Wellbeing measures:
  - DASS-21
  - Flourishing Scale
  - Rosenberg Self Esteem Scale
- Goal Attainment Scaling
- Pre and post course survey that provides both quantitative and qualitative feedback

Case Study

Case Study

Background

- Young person in their early twenties
- Diagnosed with Attachment Disorder and Mild Intellectual Disability
- Anxiety and depression
- Lives independently and receives 32 hours of support per week
- Significant history of self-harm and risky behaviour
- Previous reluctance to engage in education and employment services

Outcomes for Program One

- Of the 17 participants signed up to commence Program One
  - 14 participants graduated
  - Average participation of 55 hours (range from 29 – 80 hours)

- Post-program outcomes to date:
  - Three participants have enrolled for further education
  - Commitment to increasing hours
  - Clearer future directions

SSAYiT
Brain Injury SA.
CERTIFICATE OF GRADUATION
AIDAN FORD
CERTIFICATE OF GRADUATION
SAFFEE AMANDEEP
CERTIFICATE OF GRADUATION
DYLAN WHITEFORD-HALL
CERTIFICATE OF GRADUATION
AIMEE LOWE
CERTIFICATE OF GRADUATION
TAMEKKA GRENFELL
CERTIFICATE OF GRADUATION
DANIEL NABIL
DION ALLEN

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