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RESEARCH UPDATES

Impact of Placement Type on Educational and Health Outcomes of Unaccompanied Refugee Minors

Aoife O'Higgins and Dr Ellie Ott, both from the Rees Centre, with Dr Michael Shea, have published the results of a systematic review looking at the evidence on the relationship between placement (accommodation) type and the educational and health (physical and mental) outcomes of unaccompanied refugee minors. It explores whether the type of placement they are offered plays a role in mitigating the effects of forced migration and improving outcomes.

Key messages for policy and practice

- Note that unaccompanied refugee minors often suffer from poor mental health, and rates may be higher for those not placed in family foster care
- Focus on ensuring that the educational, mental health, and physical health needs of these young people are met

- Invest in the provision and quality of all placement types until more conclusive evidence can be reached on the best type of accommodation for unaccompanied refugee minors
- Reconsider how foster carers are recruited to ensure that more ethnically or culturally matched carers are available, ensure all carers are culturally sensitive, and expand the provision of culturally adapted social activities

Reference

The full journal article is free online: **O'Higgins, A., Ott, E. M., & Shea, M. W. (2018).** What is the Impact of Placement Type on Educational and Health Outcomes of Unaccompanied Refugee Minors? A Systematic Review of the Evidence. *Clinical Child and Family Psychology Review*. <http://doi.org/10.1007/s10567-018-0256-7>

UPCOMING EVENTS

University of Oxford Department of Education Public Seminar Series

The Rees Centre has organised two speakers this term:

Monday 23 April 2018

5pm, 15 Norham Gardens, OX2 6PY

The Untapped Potential of 'Work' for Looked After Young People – Challenges and Opportunities

Professor Robbie Gilligan, Trinity College Dublin

The seminar will explore the transformative potential of 'work' (ranging from paid employment to internships to volunteering) for marginalised young people. Using evidence from the [Care to Work Pathways Study](#) and wider literature, the presentation will identify different ways in which early and later positive work experience can benefit the social and/or educational progress of young people in care. It will re-imagine some of our ideas about the sequencing, segregation and linking of 'education' and 'work'. It will also consider how foster carers and other adults can help young people in care engage successfully with the world of work.

Monday 14 May 2018

5pm, 15 Norham Gardens, OX2 6PY

Exploring needs, costs and outcomes of services provided to vulnerable children and their families

[Dr Lisa Holmes](#) , Rees Centre Director

This seminar will explore the relationship between needs, services received and outcomes for children and families supported by children's social care (CSC) services. Drawing on evidence from a programme of research, the presentation will explore the development of a standardised, nationally applicable conceptual framework to follow a child's journey through different parts of the CSC system, as well as an examination of how practitioners use their time, and whether this should, and can be reconfigured.

The seminar will also consider the application of the conceptual framework and use of 'time use data' to estimate unit costs for CSC and relate these to needs and outcomes.

Departmental public seminars are held at 15 Norham Gardens, Oxford OX2 6PY. Plenty of metered on street parking in the vicinity. Open to all, free to attend. [More details](#)

Rees Centre Seminar

We are delighted to welcome [Professor Shalhevet Attar-Schwartz](#) from The Hebrew University of Jerusalem, School of Social Work and Social Welfare to give this informal seminar as part of her visit to the Rees Centre.

1-2pm, Wednesday 9 May 2018

[Child-Parent Contact: The Reports of Youth in Residential Care Settings](#)

Room G/H, 15 Norham Gardens, Oxford OX2 6PY

All welcome to join us. If you would like to attend this particular seminar, please let us know in advance by email to rees.centre@education.ox.ac.uk

Check the [Events page](#) on the Rees Centre website for further information.

REES CENTRE NEWS

Job Vacancy: Senior Researcher in Education and Children's Social Care and Deputy Director of the Rees Centre

[Further Particulars pdf](#)

[Job vacancy](#) (University of Oxford recruitment site: please try a different browser if you encounter difficulties with this link).

Vacancy ID: 134306. Closing date: Midday 9th May 2018

Professor Judy Sebba awarded OBE

Congratulations to Judy who received her OBE for Services to Higher Education and Disadvantaged Young People from Prince William at the end of March.



New appointments

Welcome to Natalie Reynolds, our new Rees Centre Administrator. Natalie works full time in the office Monday to Friday. Natalie.reynolds-garcia@education.ox.ac.uk.

Helen Trivedi has started working on The Alex Timpson Attachment and Trauma Programme In Schools as Research Assistant. Helen joined the Rees Centre from the Centre for Child and Family Research, Loughborough University and is also working on the Department for Education Innovation Programme Mockingbird Family Model Evaluation, and the Australian Open Adoptions Outcomes Study for Barnardos Australia with Professor Harriet Ward. Helen has particular skills and expertise in children in care, social care processes, and local authority children's services, and understanding the link between children's needs, costs and outcomes. She is an integral member of the Cost Calculator for Children's Services (CCfCS) team, with detailed knowledge of the CCfCS tool itself, bottom-up costing methodology used to develop the unit costs for looked after children social care processes, and skilled in time-use data collection techniques. Helen also has an interest in mental health and well-being of children and young people including the impact, outcomes and costs of services in this area. Helen.trivedi@education.ox.ac.uk

Rees Centre blog – attachment training

Head teacher Duncan Roberts has been leading work in his school on attachment and trauma for several years.

In this blog post, Helen Trivedi from the Rees Centre outlines Duncan's webinar presentation from 26 March (see below) and summarises the questions and discussion that followed from professionals working in and alongside schools interested in this area:

<http://reescentre.education.ox.ac.uk/about-us/reflections-on-attachment-training-in-my-school/>

Rees Centre Webinar 26 March 2018

The webinar on attachment training was recorded and is now available on our [YouTube](#) channel. This webinar is part of work being undertaken for [The Alex Timpson Attachment and Trauma Programme In Schools](#).

[Newsletter 1 \(pdf\)](#)

Presentations

Lisa was invited to speak at the International pre-conference event 'Small World, Big Impact, Reaching Across Borders to Identify Best Practices in Residential Treatment' of the **Association of Children's Residential Centers Annual Conference in Boston** 26-29 March. Lisa presented findings from the evaluation of the No Wrong Door innovation developed by North Yorkshire Council and the applicability of the learning from No Wrong Door for the international child welfare context. If you are interested in Lisa's slides, please see the [Resources](#) page of our website.

In June, Lisa will give an invited keynote speech 'The prospect of diverse placement services for sexually exploited children' at the **International Conference on the Prevention of Child Sexual Exploitation in Taipei**, 28 June 2018.

Nikki presented findings on the educational outcomes of children in care at the **BAPSCAN conference** for Child Protection Professionals in April as part of a symposium: Outcomes for children following child protection Intervention/entry to care. Nikki's slides can be found on the [Resources](#) page of our website.

EXTRAS

The government has launched a Call for Evidence to help understand how the work of professionals supporting Children In Need can make a difference to a child's educational outcomes.

[Children In Need of Help and Protection; Call for Evidence](#)

Closing date for submissions is 1 June 2018.