

Case Study Young Carer Early Help

Family Composition: (names anonymised)

Young Person – Sarah – 16 yrs –attending College.

Sibling – Henry – S20 Child in our Care from 2015 due to behavioural issues and assaults to William.

Adult brother – William -33 yrs (has special needs)

Mother – Barbara 54- suffering from terminal cancer.

Step father – Don 50.

Referral: Concern raised (by Sarah to social worker for Henry) around physical and verbal arguments in the home between herself and William after William had made allegations that he is scared that step-father may hit him.

Sarah has been supporting her mother both physically and emotionally through attendance at appointments and some caring in the home. It is not established what impact this is having upon Sarah with regards to her own emotional wellbeing and resilience? Request for young Carer's assessment to be undertaken.

Action: CHUB decide that appropriate for referral to Early Help. Sarah is safe and situation with regards to risk being managed within the home. Early Help Hub triage referral and recommend further referral to Family Solutions Team.

Intervention: Early Help Assessment undertaken and supported over 8 week period.

Established that Sarah is undertaking young carer responsibilities such as administering medication and creams, staying up with mother when unable to sleep, some cooking/cleaning responsibilities when step father at work.

Observations evidencing conflict between William and rest of family placing additional pressures and stresses on the home environment. William was unhappy being at home.

Offered 1:1 sessions but Sarah not wanting this. Family worker promoted joint family conversations.

Open and honest conversations felt to have therapeutic value to the family.

Sarah felt to be resilient and well grounded. Not wanting specific support with Eastern Ravens but Family Worker facilitated counselling to be available within College to help with her emotional wellbeing which Sarah accessed.

Liaison with Adult Services which resulted in alternative supported accommodation being provided.

William very happy with this and plan of visiting etc.

CAB facilitated to assist family with finances and clearing/minimising family debts.

Assistance in referrals to Adult services around package of care to be put into place.

Support to Don to enable him to leave employment and become a carer to his wife as was the families wish.

Family happy with interventions offered and closed to Family Worker through families consent.

Outcome:

Referred back into Early Help 6 months later following incident in which Sarah intoxicated in charge of a vehicle. Felt reaction to family stresses now that mother on end of life care.

Family consenting and welcoming of re-introduction of same Family Worker.

Family worker assisting in co-ordination of agencies around supporting family.

1:1 sessions held with Sarah and with family to support their wishes/resilience and coping.

Family worker attended funeral at families request to offer additional support.

Post bereavement services facilitated.

Financial support facilitated alongside CAB.

Ensuring continued education support for Sarah that accommodated for bereavement.

Closed to Family Support 6 weeks after bereavement.

Family feeling more secure emotionally and financially.

Foster Care Review

*Written by CKB to My Social
Worker*

— — —

How I get on with my foster carers

- Great
- I enjoy our time together
- They are good at listening
- I talk to them if I'm worried
- They care about me

How I get on with my foster carers' children

- They don't have any children

How I feel living at my foster carers

•

-
- Safe
 - Happy
 - Supported
 - Settled

Part of the family

What's good about living with my foster carers.

- Computer access — *I can play with my friends .*
- Food — *I try new foods*
- School — *I do good at shcool*

Something else I'd like to say

NO!!!!

Foster Care Review

Written by OF to My Social Worker

How I get on with my foster carers

- Great
- I enjoy our time together
- They are good at listening
- They care about me

How I get on with my foster carers' children

- •Great
OK

How I feel living at my foster carers

- - Safe
 - Happy
 - It suits me
 - It's OK
 - Supported
 - Settled
- Part of the family

What's good about living with my foster carers.

- Hobbies/ activities
- The house
- Food
- Family contact
- Friends
- Homework School
-

What's not good about living with my foster carers.

- Personal space

Something else I'd like to say

Nothings. By

Mind Of My Own (MOMO)

Purpose

This report will give an overview MOMO and an update on the progress to date.

What is MOMO?

MOMO is a secure web based system, accessed by young people using an APP on their smartphone, laptop or PC, which allows them to convey their views to their Independent Reviewing Officer (IRO) OR Social Worker. MOMO is a way for Independent Reviewing Officers and Social Workers to engage with young people. It improves two way communications and makes it easier for young people to give their views, raise problems, make disclosures and have a say in decisions being made about them.

How does it work and what are the benefits?

For a child in our care being in care can mean a lots of meetings

- Meetings with their social worker.
- Meetings with their IRO.
- Meetings with their advocate.
- Child in Care Reviews.
- PEP meetings

For young people the sheer number of meetings can be overwhelming, feel out of their control and be nearly impossible to keep track of. It's no wonder that sometimes they don't want to attend and don't know what they want to say. That's where MOMO helps out.

MOMO helps children in our care to express their views clearly and constructively at the times when they can have the biggest say about their care.

Whether it's a formal or informal meeting MOMO's 'Prepare for a Meeting' option guides them through the process of getting ready and expressing their views in advance of the meetings.

It helps Children and Young people to think about and write down their views, wishes and feelings about what's going on their life in care. MOMO helps them communicate and have a say in what happens by creating a statement of their views to share and set the meeting's agenda.

Their statements are sent to the secure MOMO database. MOMO then notifies the worker that the child has left their views, the worker then logs into MOMO and views/downloads the child's comments .

Although it's designed to be used by Young People independently, they are more likely to use it independently if the first time they use it they are supported by their IRO, SW or someone else they trust.

Benefits for young people.

Using MOMO is more convenient and easier than the phone, no switchboards, team clerks or voicemails to deal with, it is also clearer than a text message. It can;-

- **Increase their participation in meetings-** *Increases engagement for 1:1 meetings, and reviews and conferences.*
- **Increase involvement in decision making-** *Increased flow of information means their views are easier to incorporate into the process of their care.*
- **Increase the young person's confidence and feeling of empowerment-** *being able to create a professional looking statement of their views empowering them to be more involved in their care.*
- **Reduce stress & anxiety-** *By being able to get their voice heard, young people can get things off their chest into some kind of ordered communication that can be dealt with.*

Benefits for workers (IRO's & SW's).

- **Easier 1:1 conversations,** Better evidence of views, earlier reporting of issues, better participation in meetings.
- **Fulfils statutory requirement-** *Strongly evidences child's views, wishes and feelings.*
- **Improves relationships and improves engagement both ways-** *The APP is fun, engaging and conversation leading*
- **More expression of child's views > better worker understanding = More trust**
- Helps IRO's & SW's to improve their casework and to evidence that young people's wishes and feelings are at the heart of the decision making process.
- It gives us an accurate record of what a child or young person thinks at a particular moment in time.
- It helps children and young people structure and communicate their views so that they can be a part of the decision-making process.

What do young people need to have access to MOMO?

MOMO requires an email address for sign up to an account.

The MOMO app:

- Works on mobile devices (smartphone, tablet etc.) and computers
- Needs a Wi-Fi or data connection
- Does not store any personal information on the user's device or computer.
- Can be downloaded and installed for FREE via Google Play or Apple Play Store.

If MOMO is on the internet then how safe is it?

MOMO is incredibly safe to use. It is not a social media tool and is not like facebook or other social apps so nothing is sent via unsecure routes. In fact it meets the requirements of international data protection standards for keeping people's information safe and secure like ISO27001.

Is it possible to report from MOMO?

Yes, the system comes with a comprehensive reporting portal, enabling a site to track statements from young people, audit performance and monitor thematic trends in comments. Appendix 1 shows some of the thematic comments.

Where are we now?

The App was purchased and launched in Stockton September 2016. Training was initially delivered to admin staff that would be monitoring and assigning MOMO statements submitted to workers. The first cohort of training was held the end of September for IRO's, SBC residential managers and child placement social workers. A MOMO awareness raising campaign was also completed with all SBC foster carers. Awareness rising to all other teams to place across December, this was followed up by further training sessions for SW's in January and February 2017 and June 2018 .

The Lets Take Action Group was also pivotal in supporting in the promotion of MOMO to children in our care.

Check out the app at www.mindofyourown.org.uk and sign up as a young person and or worker to try the demonstration app.

- To date 234 young people signed up to MOMO accounts and 193 workers.
- In total 667 statements have been created by a young person, some of these independently and some supported by a worker.
- So how do Stockton compare with other authorities?
- MOMO said Stockton is one of our best performing authorities.

Each MOMO statement contains a number of Headings:

- Problem
- Worker Visit
- Preparation
- Foster Care Review
- Change
- Share Good News

Each of the headings has a number of sub headings that are tick boxes to represent feelings, what's good, not so good etc. Some of these can be seen in appendix 1.

What sort of good news are children sharing with us?

- I got star of the week and I took the gorilla home!
- Today we went swimming and the waves were on and I was swimming a full length
- I am on holiday in Jersey and I am having an incredible spectacular time.
- We are getting a new bedroom and going to Camp North Shore this week.

- We have looked after a sheep called Onslo and he has been with us for a week.
- I did some descriptive writing and it was so good I went to see the Head teacher.
- Yesterday at contact we went ice skating which was fun.
- I'm going to Wembley with Youth Direction.
- I stopped someone getting bullied at school.
- In school, we are writing a quest story and altogether I have wrote nine pages and five lines... Got pupil of the week for my story.

Statements from workers.

E mail from SW

Just thought I would share something that happened on a visit last night. I went to see a young person who is 11 years of age and asked how's life etc and all I got was oaky. I then introduced the young person to MOMO and WOW what a response I am sure you will have seen the statement arrive this morning. The thing is the MOMO enabled the young person to express his views and feelings and facilitated him verbally communicating more and assisted in the development of our relationship. I haven't worked with this young person for long but is the most relaxed I have seen him

E mail from IRO

I have spoken to 'B' (Young person age 16) and he said the following in terms of feedback for MOMO

- It's simple to use and to access
- He can do it on his own in his own time
- There is nothing he doesn't like about it or wants to change
- He like the less questions but can add to it if he wants to

Case study from IRO

MOMO statement was completed by DE prior to his looked after review. He stated in this that he felt that his placement 'didn't suit' him, which I remember thinking was an interesting phrase to use. In discussion following this it was evident that he wanted to move from the children's home to independence. Much of the looked after review / visit was taken up by this discussion, which DE was a part of. It was felt by professionals that he was not ready for this, in the main because he was failing to complete any independence work with them, and practitioners were worried he didn't have the necessary skills and we would be setting him up to fail. It did allow us chance to set up a plan of how to get DE to this point, re independence, and he actually agreed with discussions held (he still hasn't completed independence programme though!!)

Whilst this did not get DE what he wanted, he felt he was able to express himself and spark a conversation using MOMO that he found difficult to initiate in person.

Preparation

MOMO suggested words User's own words

feeling

- OK (42)
- Excited (22)
- Calm (48)
- Happy (46)
- Anxious (5)
- Enthusiastic (13)
- Hopeful (22)
- Confused (7)
 - Angry (3)
 - Ignored (1)
 - Unsure (2)
 - Unhappy (1)
- Because I had my op (1)
 - don't know (1)
 - Joyful (3)
- Over the moon (3)
 - depressed (1)
 - Tired (1)
- Really happy (2)

meetingtype

- Child in Care Review (53)
- Personal Education Plan (14)
- Child in Need Review (7)
 - post 16 progression (1)
 - LAC MEETING (1)
 - school meeting (1)
 - Core group (1)
 - Police (1)
 - Lac review (3)
 - pep meeting (1)
 - Meeting (1)

goodinlife

- My care plan (27)
- Family contact (51)
- My hobbies (28)

- Something I achieved (16)
 - My health (36)
 - My school (44)
 - My friends (54)
 - My money (26)
 - Sport (41)
 - My pets (18)
 - Where I live (50)
 - How I feel (18)
 - A place I go (20)
- My school/college (1)
- My hobbies/activities (1)
 - My family (1)
- My relationships (1)
 - My work (1)

notgoodinlife

- Where I live (10)
- My school (10)
- My friends (5)
- Family contact (8)
- Someone else (5)
 - How I feel (6)
 - My money (4)
- My care plan (1)
 - My health (3)
- My hobbies (1)

whereyoulive

- Happy (57)
- It suits me (38)
 - It's OK (23)
- Supported (43)
 - Settled (49)
- It doesn't suit me (5)
 - Unhappy (2)
 - Unsafe (1)
- Loving,good (1)
 - I love it (1)
- ready to move on (1)
 - sad (1)
- Happy with all staff (2)
 - Lonely (1)

- Bored (1)
- Safe (1)
- Very happy and like (1)
 - I like it where i li (1)
 - i like it where i li (1)
 - i like where i live (1)
 - It's ok (1)

age

- 15 (12)
- 12 (3)
- 11 (14)
- 13 (8)
- 17 (15)
- Under 10 (11)
 - 16 (17)
 - 14 (3)
 - 10 (7)

status

- In Care (69)
- I don't want to say (2)
- With Child 'in Need' Plan (5)
 - I don't know (6)
- With Child Protection Plan (2)
 - At Home (6)

meetingdate

- In a couple of weeks (14)
 - In a week (6)
- In a couple of months (1)

howsitgoing

- 9 (1)

Female Aged 15 – name change

Youth Direction Preventions Case

Prior to me working directly with Lisa I was working with her two siblings, during this process I have introduced myself to Lisa and have worked with her in group provision that has been offered to the family. The family are aware of the voluntary aspect of our offer of support and from parents own admission they have been reluctant in the past to work with services and this has been noted when the case needed to be stepped up to social care. The family's perception of statutory services becoming involved is that the children would be taken away, parents challenged the Neglect plan as they noted it was mainly due to external factors that the young people were at risk and not solely on parents. Parents and the young people can struggle with the terminology and processes under statutory services.

Since working with Lisa she has steadily began to be aware that her voice within this process is the most important. As when the family were working under Early Help the young people were always invited and supported by their workers to attend their review meetings this has continued to be encouraged throughout the process of the family working with statutory services.

During this process and with their attendance at meetings the young people would always be spoken to prior to the meeting so they are aware of what points will be discussed and to ask if there is anything in which they would like to discuss or have a worker raise for them within the meeting.

Lisa has always been active in attending these meetings and making sure that she is aware of what professionals are aiming to achieve and what is being asked of her. The family have recently been placed onto a child protection plan and when Lisa is present and her voice is heard throughout the process it has helped professionals decipher some of the grey areas that can come from third hand information or from updates provided in a staff members absence.

Having Lisa and her siblings there through this process has also led to them better understanding the risk that professionals aim to reduce. For the young people when professionals discuss the risk they may just state the behaviour but not necessary why they state that behaviour is deemed as risky. To the young people we work with this is their normality and their perception of other people's perception of risk can be confusing for the young person.

Although the young people now feel more comfortable attending the reviews for their family, they are always asked whether they would like to attend or to only attend part of the review, it is always requested that should they want their views given in another way such as through their workers or notes taken into the meeting that this is made possible. To their credit the young people attend and support their parents and siblings in which can at times be a very clinical and intrusive process when discussing their relationships, behaviours and risk taking behaviour. They have always acted appropriately within these settings and have been reminded by staff that this can at times be a challenging process but one that is made clearer with their wishes and feelings.

Lisa has also noted herself while going through this process that the terminology used can be confusing and noted that without the interpreter there for her parents they would struggle to understand the processes and guidelines that must be followed.

Lisa is always reminded that the meetings are for her and her family not for professionals and what is being asked of them should be easy to understand and something that is achievable.

What Do You Think



Your Name _____

Here are some descriptions of the way many young people think about different things in their lives. Please read each one and then say how much it is like you.

Your family and where you live

Some young people:

1. stay away from home without asking
2. know that members of their family care about them
3. see members of their family having fights and arguments
4. have a secure and stable place to live
5. live with others who get into trouble with the police
6. don't see much of their mum or dad
7. have lost someone special from their life

Not like me	A bit like me	Quite like me	Just like me



Who is the most important person in your life at the moment?

School

Answer:

Some young people:

8. would like some help with reading and writing
9. need to get more training or qualifications
10. often stay (or stayed) away from school when they should be there
11. like learning or working
12. get on well with their teachers at school
13. have been bullied at school
14. have adults who help them with school work

Not like me	A bit like me	Quite like me	Just like me



What sort of things at school are you good at?

Answer:

Your lifestyle and the area where you live

Some young people:

- 15. live in places where there is a lot of crime
- 16. live in places where it's easy to get drugs
- 17. have lots of friends who get into trouble
- 18. have choices about what to do in life
- 19. commit crime to get money
- 20. live in areas where there is not much to do
- 21. do nothing in their spare time
- 22. do things they know are dangerous

Not like me	A bit like me	Quite like me	Just like me



What do you like doing in your spare time?

Answer:

Smoking, Drinking and drugs

Some young people:

- 23. have friends who often use drugs
- 24. spend a lot of money on cigarettes, alcohol or drugs
- 25. commit crime because they were drunk or on drugs
- 26. commit crime to get money for drugs
- 27. often drink alcohol
- 28. often use cannabis

Not like me	A bit like me	Quite like me	Just like me



Do you have any problems because of smoking, drinking or taking drugs (or glue), for example problems at school or at home?

Answer:

Your Health

Some young people:

- 29. do things which they know will be bad for their health
- 30. worry about something that might happen in the future
- 31. feel good about themselves
- 32. deliberately hurt themselves
- 33. think about killing themselves
- 34. have problems eating or sleeping
- 35. are good at coping with problems
- 36. are thinking about having sex
- 37. have friends who are having sex
- 38. feel pressured into having sex when they don't feel ready

Not like me	A bit like me	Quite like me	Just like me



Answer:

How you think and behave

Some young people:

- 39. rush into things without thinking
- 40. often get angry and lose their temper
- 41. bully, threaten, or hurt other people
- 42. get into trouble because it is exciting
- 43. commit crime because their friends do it
- 44. damage their own things or property belonging to others

Not like me	A bit like me	Quite like me	Just like me



Answer:

What you think about crime and your future

Some young people:

- 45. are sorry for the harm they caused
- 46. want to make up for the harm they caused
- 47. think their family are upset about what happened
- 48. think they will offend again
- 49. want to sort out the problems in their lives
- 50. think of themselves as criminals
- 51. can see reasons for not offending
- 52. know others who will help them stop getting into trouble
- 53. want to stop offending

Not like me	A bit like me	Quite like me	Just like me



What are the best things about your life at the moment?

Answer:



What are the worst things about your life at the moment?

Answer:



What would you like to be different about your life in three months time?

Answer:



Is there anything else you would like to talk about with people at the Youth Offending Service?

Answer:



Signed

Date



Stockton-on-Tees
BOROUGH COUNCIL

This is Me

Core Number:

There are lots of services in your local area that can give you advice and support.

Read each statement and place a tick in the box that best matches you.

Pass the completed form to your worker.

Your worker will provide you with information and advice.

Your identity and responses will only be shared if absolutely necessary.

& My Lifestyle





Sometimes I will do things that I shouldn't do

I often do things I shouldn't do

I will do things if my friends ask me to

I always make my own decisions

I always do things I shouldn't do

Friendship



I have friends who are much older than me

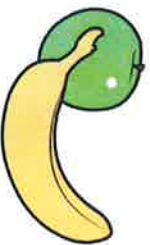
I don't have any friends

I find it hard to make friends

I have good friends who are supportive

I have friends who are both good and bad, but still my friends

Healthy Eating



I always eat healthily

I am encouraged to eat healthily but don't always

I sometimes choose the healthy option

I don't eat healthily

I want to eat healthily but can't always make the choice

Stress



I suffer from stress sometimes

I have hurt myself because of being stressed

I cope well with stressful situations

I am always stressed and can't cope with it anymore

I am not stressed

Use of Time



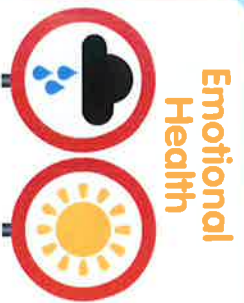
I have hobbies and interests

I sometimes attend youth clubs or do an activity

I never have anything to do and I'm always bored

I am encouraged to do activities

I spend most of my time hanging out with friends on the street



Emotional Health

I feel good about myself sometimes

I sometimes feel sad

I always feel sad

I always feel good about myself

I usually feel good about myself



Family

I have been grounded by my family / carers but still respect them

I'm always in trouble with my family / carers and do not respect them

I often think about running away from home

I get on really well with my family / carers

I have little respect for my family / carers



Education

I really enjoy my education / training

I enjoy some of my education / training

I don't like my education / training

I have skived off a few times

I always skive off / I'm not in education or training



Housing

I sleep on the sofa because I don't have a bed / bedroom at home

I love my home and bedroom

I have been thrown out and am sleeping wherever I can

I have to share a bedroom

I have had to stay with family / friends as I was thrown out



Money





I manage with my pocket money

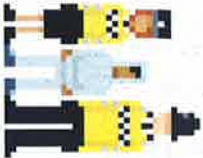



I don't get any pocket money

I get my pocket money in criminal ways

I don't get a lot of pocket money

I can get extra money if I ask my carer / carers

 <p>Smoking</p>	<p>I smoke e-cigarettes</p>	<p>I have tried smoking</p>	<p>I am thinking about smoking</p>	<p>I smoke regularly</p>	<p>I don't smoke</p>
 <p>Alcohol</p>	<p>I have tried drinking alcohol</p>	<p>I am thinking about drinking alcohol</p>	<p>I drink alcohol regularly</p>	<p>I drink alcohol every day</p>	<p>I don't drink alcohol</p>
 <p>Bullying</p>	<p>I feel safe and am not being bullied</p>	<p>I am bullied sometimes</p>	<p>I am worried about being bullied</p>	<p>I am bullied most of the time</p>	<p>I have been involved in bullying</p>
 <p>E-Safety</p>	<p>I do not give out personal information online</p>	<p>I have met someone in the real world that I have only previously spoken to online, I didn't tell anyone and I went on my own</p>	<p>I have given out personal information online</p>	<p>I have met someone in the real world that I have only previously spoken to online but I took someone with me</p>	<p>I do not talk to people that I do not know online</p>

<p>Crime</p> 	<p>My friends are always getting in trouble with the police</p>	<p>I have never been in trouble with the police</p>	<p>I commit crimes on a regular basis</p>	<p>I have been stopped and warned by the police</p>	<p>I have been charged on a few occasions</p>
<p>Drugs</p> 	<p>I have tried drugs</p>	<p>I use drugs regularly</p>	<p>I use drugs every day</p>	<p>I have never tried drugs</p>	<p>I am thinking about trying drugs</p>
<p>Abuse in Relationships</p> 	<p>My boy/girlfriend has never shouted or hurt me</p>	<p>My boy/girlfriend has shouted and called me names</p>	<p>My boy/girlfriend is jealous at times and stops me from seeing friends</p>	<p>My boy/girlfriend has physically hurt me</p>	<p>I have ended up going to the doctor/hospital because of my boy/girlfriends violence</p>
<p>Sexual Health</p> 	<p>I am thinking about having sex</p>	<p>I am having sex and using contraception</p>	<p>I am not having sex</p>	<p>I am worried I might be pregnant or have an STI</p>	<p>I am having sex and not using contraception</p>

Once a young person has completed the screening tool the supporting worker can assess their level of resilience and need with the scoring tool. The score for each section will identify the level of resilience and potential support required by the young person.

Section	Score	Action
Influences		
Friendship		
Healthy Eating		
Stress		
Use of Time		
Emotional Health		
Family		
Education		
Housing		
Money		
Smoking		
Alcohol		
Bullying		
E-Safety		
Crime		
Drugs		
Abuse in Relationships		
Sexual Health		

At no point does this tool replace your local safeguarding arrangements. At all stages, workers should consider delivering early intervention.

Workers Comments/Actions/Intervention Agreed

Workers Signature _____ Review Date _____

Score Action

Pathway

- 1** You appear happy at the moment and are coping well, however you can always talk to a worker if needed. Continue in open access services.
- 2** You may need some advice and support. Continue in open access services.
- 3** You have identified some areas you might need help with, why not talk to someone about this? Consider the role of Targeted Services. CAF.
- 4** You have highlighted some issues in your life, it's important you speak to someone before they get worse. Consider referral to Preventions Service. Complete CAF.
- 5** You have highlighted some difficult issues. We will make sure you get the support you need to keep safe. Consider referral to Preventions or Specialist Services. Complete CAF.

Venue _____

Name _____ Age _____

Post Code _____ Gender **Male** | **Female** |

I am happy for my profile to be shared with people who are able to give me advice and support.

Signature _____ Date _____

Pre-CAF Completed **Yes** | **No** | Full CAF **Yes** | **No** |

Scoring Tool

Influences	2	3	4	1	5
Friendship	4	5	3	1	2
Healthy Eating	1	3	2	5	4
Stress	3	5	2	4	1
Use of Time	1	3	4	2	5
Emotional Health	3	4	5	1	2
Family	2	4	5	1	3
Education	1	2	3	4	5
Housing	3	1	5	2	4
Money	1	4	5	3	2
Smoking	4	3	2	5	1
Alcohol	3	2	4	5	1
Bullying	1	3	2	5	4
E-Safety	2	5	3	4	1
Crime	2	1	5	3	4
Drugs	3	4	5	1	2
Abuse in Relationships	1	2	3	4	5
Sexual Health	2	3	1	5	4

Prompts

Once the Toolkit has been completed it may be useful to prompt the Young Person, using some of the following suggestions, as to the reasons behind their answers:

What is your thinking behind that?

Why have you selected that one?

Can you tell me a bit more about that?

Things to watch out for

Links with others sections

Trends in Setting / Age Groups / Freindship Groups

