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VULNERABLE CHILDREN
SCOPING REVIEW 3

Increasing the number of care leavers in ‘settled, safe accommodation’

Centre for Excellence and Outcomes in Children and Young People's Services

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- Disability
- Vulnerable Children (particularly children in care)
- Child Poverty
- Schools and Communities
- Youth
- Parents, Carers and Families.

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Contents

Acknowledgements

Summary 1

Purpose and scope of the study 6

Scoping study methods 10

Assessment of the evidence base 13

Design of the main review 21

Data annexe 25

References 30

Appendix 1: Search parameters 38

Appendix 2: Scoping study process 43

Appendix 3: Additional tables 73

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Summary

This scoping study assesses the nature and extent of the evidence base in relation to increasing the number of care leavers in ‘settled, safe accommodation’. The Social Care Institute for Excellence (SCIE) carried out the study on behalf of the Centre for Excellence and Outcomes in Children and Young People’s Services (C4EO), between November 2008 and February 2009.

The scoping study’s prime purposes are to establish the key review questions and search parameters for later review work, assess the nature and strength of the evidence base and provide an initial overview of trends in the literature. The scope does not report on the findings of the literature.

Two other scoping studies are also available as part of C4EO’s review work on vulnerable children:

- Improving the educational outcomes of looked after children.
- Improving the emotional and behavioural health of looked after children.

The scoping studies are the first publications in the C4EO review sequence. Their publication will be followed by main knowledge reviews, which will analyse the content of the best available literature in relation to the review areas. A review on safeguarding and child protection will also be published at a later date.

Aims

This study aims to identify the scale and scope of the evidence base in the literature for four key review questions:

1. What do we know about the accessibility, acceptability and effectiveness of policies, services and interventions initiated by central, regional and local government and independent sector, including housing services and housing support services, for looked after children and young people (LACYP)?

2. What are LACYP’s views on what constitutes safe and settled accommodation and how do they compare to those of policy-makers, housing and children’s services personnel and independent sector providers?

3. What do we know about the contribution made to being in safe, settled accommodation of LACYP by the attitudes, skills and abilities of foster, residential, kinship carers, supported housing staff and birth families, and interventions to support this contribution?

4. What do we know about the 12.6 per cent of young people not in suitable accommodation at age 19 (as defined by National Indicator 147)?

Please note that, to aid readability of the review, the scoping questions have been reordered from the sequence identified in the parameters document (see Appendix 1). Questions on accessibility, acceptability and effectiveness of policies, services and interventions precede a discussion of LACYP's views, in order to compare and contrast service dimensions important to young people.

Nature of the evidence base

The systematic search identified over 5,000 papers and books potentially relevant to the scoping review. These went through a two-stage screening process, initially based only on title and abstract, and subsequently based on the full text. This narrowed the number of relevant papers down to 83, which were fully coded for relevance to the scoping review questions, study type and main methods, population and location. The balance of the literature is towards empirical but uncontrolled studies. This can make it difficult to identify cause and effect, and the relationship between a particular intervention or service and outcomes for young people.

The UK has a good record in conducting qualitative studies. These can inform our understanding of the processes that enable interventions to work well, and highlight what the people who use these people most value (Stein 2004). They help identify whether services are acceptable and accessible to those using them, as well as their effects on outcomes.

Review question 1: Services and interventions

The evidence is largely descriptive rather than focused on effectiveness, with 57 empirical studies (see Table 3 in Assessment of the evidence base). Where they exist, effectiveness studies tend to be North American-based and to lack assessments of acceptability, and/or accessibility. The picture is changing within the UK literature, with an increasing number of evaluations and follow-up studies that include the views of people who use services.

The literature covers two main areas of effectiveness: North American-based evaluations of independent living programmes (ILPs) and UK leaving care services. In 2007–08, 8,300 young people over the age of 16 left care, constituting a major rehousing project. Yet in both bodies of literature, the housing dimension is often submerged in discussions about support services and preparation for leaving care.

Review question 2: LACYP's views

This body of material largely involves studies using small samples, interviewing or focus groups and includes follow-up studies. Inaccessibility and unacceptability of housing stock is a consistent theme in the research literature, with safety of the area and security of the housing key issues.

The research evidence on LACYP's experiences of extended care placements is very limited. There is also little evidence on what young people value about continued support from foster carers and residential workers, with the majority of studies concentrating on services from leaving care staff, such as personal advisers.

The research evidence on LACYP's views of contact with their birth families is equally limited. This is an important gap in the literature, because many young people continue to have contact with their birth families, some re-establishing contact particularly with extended kin on leaving care and some returning to live with their birth family.

Review question 3: Carers and birth families

The group of studies focusing on this question is surprisingly small. The scoping review identified very little published research evidence that relates directly to interventions, training, assessment and support about the skills and behaviours of foster carers, residential workers or kinship carers in helping young people find and sustain a home.

The role of birth families is also largely overlooked in the literature, which may reflect practice trends.

Review question 4: Not in suitable accommodation

The evidence is a mix of descriptive and evaluative studies, with evaluations of services to homeless care leavers largely North American-based. The scoping study identified a small body of work in the area. The literature concerning homeless young people generally is relevant to supporting homeless ex-LACYP but has been excluded for the purpose of this scope.

Both the UK and North American literature highlight the role of housing for young people leaving care, with the US pointing to innovative collaborations between the independent sector, children's welfare services and house builders. Both the UK and US literature also consider the importance of independent living schemes.

Implications for the main review

Key points

- There is an absence of discussion of possible conceptual and theoretical frameworks through which to understand young people's experiences of leaving care and finding safe, settled accommodation.

- Methodologically, there is an absence of variety in the types of studies available. The majority are non-experimental empirical studies using small samples and a qualitative methodology.

- Where effectiveness studies are available, they tend to be North American-based and do not capture young people's views on accessibility and acceptability of services and intervention. There are an increasing number of follow-up studies in the UK that track young people's experiences after care, examining the link between leaving care services and outcomes.

- Intervention studies deal primarily with programmes and preventative services delivered prior to leaving care. Services for young people who have left care, who

subsequently experience homelessness or housing difficulty are not identified in the literature.

- There is insufficient material to review the interventions, training, assessment and support that make any difference to the skills and behaviours of foster carers, residential workers or kinship carers in helping young people find and sustain a home. This is also true of the almost non-existent material on birth families.

- The literature included on care leavers' experiences of homelessness is patchy because more generally it is best placed within the context of the literature on youth homelessness, something that is beyond the scope of this review.

- While housing is a prominent feature of studies, the housing perspective is often submerged. This can be understood as a matter of disciplinary affiliation, with studies largely classed as 'social care' rather than 'housing' research. This missing perspective masks the importance of leaving care as a rehousing project, and the impact of structural and inter-agency dynamics on care leavers' ability to find safe, settled accommodation.

Limitations of the study methods

The following limitations should be noted. Abstracts were often missing from the database searches or were too brief to assess the relevance of the material, making precise searching and screening difficult. The lack of clarity of reporting within some articles also made it difficult to identify relevance to looked after children. The tight timescale has meant that only studies since 2000 have been included. The timescale has allowed very little time for the authors of the three vulnerable children scopes to collaborate in analysis and reflection, in order to identify, discuss and synthesise cross-cutting themes. Also, 90 per cent of the coding decisions were not subject to independent checks.

Summary of recommendations

Given the scope of the evidence and the gaps identified, this scope suggests that, in order to enhance the knowledge base for increasing the number of care leavers in safe and settled accommodation, C4EO should consider:

- supplementing the review of ILPs undertaken as part of the Joint National Institute for Clinical Excellence (NICE)/SCIE *Guideline on the emotional and physical health of looked after children* (forthcoming)

- adopting a specific analytical stance that focuses on the influence of, and the implications for, high-level processes and structures in the context where studies typically focus on frontline practice – this may involve direct contact with study authors to obtain additional unreported data

- obtaining additional data on process (i.e. how the interventions were implemented) and on users' views to supplement the ILP review focus on outcomes – again, direct contact with the study authors may be useful to elicit relevant unreported data.

This strategy will begin to identify the ingredients that contribute towards systems-level change and will give appropriate attention to the interface between social care and housing.

Purpose and scope of the study

This section focuses on the rationale for the scoping study and the review questions to be answered. It also highlights the relevant cross-cutting themes considered and the date, origin and type of literature included.

C4EO scoping studies

The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) has as its principal aim to identify, coordinate and disseminate 'what works', in order to significantly improve the outcomes of children, young people and their families – realising the full potential of Every Child Matters (ECM). Its work programme is focused on seven themes, covering: the early years; disability; child poverty; schools and communities; youth; parents, carers and families; as well as vulnerable children. The evidence base for each priority is provided by a knowledge review, which involves a sequence of activity, rather than being a one-off event. Each knowledge review will bring together a unique, quality-assured blend of:

- the best research evidence from the UK – and where relevant from abroad – on what works in improving services and outcomes for children and young people
- the best quantitative data on a thematic priority with which to establish baselines and assess progress in improving outcomes
- the best validated local experience and practice on the strategies and interventions that have already proved to be the most powerful in helping services improve outcomes, and why this is so.

The prime purpose of the scoping study, which initiates the C4EO review sequence for each theme priority, is to establish the key review questions and search parameters for the later review work, assess the nature and strength of the evidence base and provide an initial overview of trends in the literature.

Scope questions for this study

This scoping study is one of three studies under the vulnerable children's theme. It considers the available literature and data to examine the priority of increasing the number of care leavers in 'settled, safe accommodation'. The other priorities are intricately linked and focus on: improving the educational outcomes of looked after children; and improving the emotional and behavioural health of looked after children.

The scope team considered four questions:

1. What do we know about the accessibility, acceptability and effectiveness of policies, services and interventions initiated by central, regional and local government and independent sector, including housing services and housing support services, for LACYP?

2. What are LACYP's views on what constitutes safe and settled accommodation and how do they compare to those of policy-makers, housing and children's services personnel and independent sector providers?

3. What do we know about the contribution made to being in safe, settled accommodation of LACYP by the attitudes, skills and abilities of foster, residential, kinship carers, supported housing staff and birth families, and interventions to support this contribution?

4. What do we know about the 12.6 per cent of young people not in suitable accommodation at age 19 (as defined by National Indicator 147)?

Please note that, to aid the readability of the review, the scoping questions have been reordered from the sequence identified in the parameters document (see Appendix 1). Questions on accessibility, acceptability and effectiveness of policies, services and interventions precede a discussion of LACYP's views, in order to compare and contrast service dimensions important to young people.

Rationale and policy context

Increasing the numbers of care leavers in 'settled, safe accommodation' is a key priority for government. Local authorities have a duty to assist LACYP aged between 16 and 21 years – this can be extended to the age of 24 if they have entered education or training – as well as a duty to advise and befriend. This means that housing departments and children's services have a formal responsibility to ensure that young people in care are prepared for and have suitable accommodation upon leaving care.

The *Children (Leaving Care) Act 2000* (GB. Statutes 2000) imposed a duty on local authorities to provide support to care leavers. Quality Protects is a major government initiative that established objectives and increased funding for this group.

The *Homelessness Act 2002* (GB. Statutes 2002) placed a duty on housing and services departments to develop joint strategies to prevent homelessness among vulnerable groups such as care leavers. This is supported by the recent guide *Joint working between housing and children's services: preventing homelessness and tackling its effects on children and young people* (CLG and DCSF 2008), which brings together examples of good practice and other information and resources to assist strategic managers in implementing change.

While cases of youth homelessness have been reducing, care leavers still find themselves in unsuitable accommodation and have felt forced to leave care before they are ready (A National Voice 2007; CLG and DCSF 2008; DCSF 2007). The vulnerability of this group is recognised by the Social Exclusion Taskforce's Public Service Agreement (PSA) on socially excluded adults. PSAs are a means of measuring performance and are linked with the National Indicator dataset that all local authorities are assessed against, specifically National Indicator (NI) 147, the number of care leavers in suitable accommodation and NI 148, the number of care leavers not in education, training or employment. (for more information, see www.cabinetoffice.gov.uk/social_exclusion_task_force/psa.aspx).

Young people themselves identified accommodation as a key and pressing issue at all the consultations held for the White Paper *Care matters: time for change* (GB. Parliament. HoC 2007). This concern is reflected within *Care Matters*, which highlights that 27 per cent of care leavers still leave care at 16.

The *Children and Young Persons Act 2008* (GB. Statutes 2008) introduced the statutory requirement: 'a local authority cannot move a looked after child to independent living arrangements without first conducting a statutory review of the care plan and that, where such a move takes place, it does not automatically result in the child leaving care. That is an entirely separate decision that must also be reviewed' (3rd Reading debate – 8 October 2008, Sarah McCarthy-Fry MP, Parliamentary Under-Secretary of State, DCSF, quoted in NCAS 2008). At the same time, there will be a presumption that children will continue to be looked after up to the age of 18 and that there will rarely be good reasons for a local authority to cease looking after a child before they turn 18 years old.

Definitions

For the purposes of this scoping study, we have drawn on the definition of 'safe, settled accommodation', from both a legislative perspective and the perspective of people who use these services. According to the *Regulations and guidance to the* Children (Leaving Care) Act 2000 (GB. Statutes 2000), the 'suitable accommodation' required by the Act includes the following elements:

a) Accommodation, which so far as reasonably practicable is suitable for the child in the light of his needs, including his health needs;

b) Accommodation in respect of which the responsible authority has satisfied itself as to the character and suitability of the landlord or other provider; and

c) Accommodation in respect of which the responsible authority has so far as reasonably practicable taken into account the child's:
(i) wishes and feelings; and
(ii) educational, training or employment needs.

The *Homelessness Act 2002* (GB. Statutes 2002) also sets out clear standards for suitable accommodation which apply to priority need groups, including older care leavers (Rainer n.d.).

Definitions used by the Public Service Agreement on socially excluded adults (PSA 16) and National Indicators that contribute to this (NI 147) include an understanding that accommodation also needs to be affordable and 'regarded as suitable if it provides safe, secure and *affordable* provision for young people' (for more information, visit www.cabinetoffice.gov.uk/social_exclusion_task_force/psa.aspx).

The definition of 'safe, settled accommodation' reflects the experiences and expectations of young people. Finding a home is a priority for young people leaving care (Dixon 2008; Wade and Dixon 2006) and they describe home as a place of safety, security and somewhere that was theirs (Centrepoint 2006 p 7). They see affordability and choice as key features. This means having a say about where they wish to live, not being forced to

take the first place offered to them, affordable rent, and help with budgeting and financial emergencies (A National Voice 2005; Harris and Broad 2005).

The following groups of young people have been included in the study:

- thirteen to 25-year-olds in medium- and long-term care (more than 6 months) – wherever they are looked after (for example, residential care, foster care, young offenders institution) – and their families
- thirteen to 25-year-olds who have several short-term (up to 6 months) periods in local authority care (either under a care order, or on a voluntary basis)
- thirteen to 25-year-olds preparing to leave medium-term or long-term local authority care.

In practice, the literature rarely specifies this level of detail, largely describing children as in care or looked after. The focus on children and young people aged 13 to 25 years reflects concerns about the influx of children into the care system at this age and the need to begin transition planning early.

The ‘effectiveness of interventions’ refers to how effective interventions are (in a practice setting), usually assessed by measuring outcomes in various dimensions. For example, a service designed to help LACYP achieve better educational outcomes might be assessed by direct long-term outcomes (such as the number of GCSE passes), or by indirect shorter-term indicators (attendance at school, for example). Only those studies that report some type of evaluation (as opposed to descriptions) of interventions can tell us something about ‘effectiveness of interventions’, and studies that involve a comparison or control group, or that measure characteristics before and after an intervention, are more persuasive.

The ‘acceptability of interventions’ refers to how acceptable interventions are to service users and their carers, and to other people (staff, for example) involved in delivering them. The ‘accessibility of interventions’ refers to how easily people can access services or interventions. Accessibility and acceptability of some interventions may be affected by practicalities, such as the lack of transport in rural areas, but also by cultural and attitudinal issues such as language barriers, stigma and other barriers or facilitators to participation.

The study considered items from England, Scotland, Wales, Northern Ireland, Ireland, USA, Canada, Australia and New Zealand. Publication dates were from 2000. The type of literature considered includes published research studies only.

The scoping study identified issues of child poverty and safeguarding. (Child poverty has been identified by C4EO as a ‘cross-cutting theme of central importance to improving outcomes for children’ and will be the subject of future reviews that cover all the themes. Safeguarding has been included as a sub-theme of the C4EO vulnerable children’s theme.) While it is arguable that all the material on LACYP concerns safeguarding and poverty (within the wider understanding of social capital), the material included in this scoping study has been coded to reflect these themes only where they are directly addressed or confirmed within each study.

Scoping study methods

The study began with the Theme Advisory Group (TAG) – a group of experts in the policy, research and practice field of vulnerable (looked after) children – establishing the key questions to be addressed and the parameters for the search (see Appendix 1). The scoping study used a broad range of sources to identify relevant material:

- searches of bibliographic databases
- searches of research project databases
- browsing the websites of relevant organisations
- recommendations from TAG.

The research team undertook an initial screening process of the search results, using record titles and abstracts (where available) to ensure the search results conformed to the search parameters and were relevant for answering the scoping study questions. Items were excluded if:

- they were not about looked after children or care leavers children, aged 13 to 25
- they had been published before 2000
- they did not relate to a study in the UK, Ireland, USA, Canada, Australia or New Zealand
- they did not answer the scoping study questions
- a fuller report was published elsewhere
- they were duplicate records.

Records from the searches which were thus screened as relevant were then loaded into the Evidence for Policy and Practice Information (EPPI)-Reviewer database.

At the second stage of screening, the team considered that scoping required the use of full text and all records screened for inclusion were obtained. Information from the full document was used to assess the relevance of the item (i.e. each piece of literature) to the study. Further items were excluded if they:

- could not be retrieved in full text within the scoping study deadline
- contained insufficient detail to determine relevance.

The content of the rejected records included those that focused on:

- adopted children
- policy
- overviews or briefings of the topic
- records not about LACYP's views
- LACYP being part of a broader sample, with no attempt to disaggregate information on LACYP.

The research team then assessed the remaining items and coded them in relation to the following:

- relevance to research question
- country (UK, Ireland, Canada, USA, Australia or New Zealand)
- study type (including experimental study with comparison/control, non-experimental study, systematic review etc.)
- main methods (including survey, interviews and focus groups, control trial, literature review etc.)
- intervention setting (including foster care, residential care, school, housing services or floating support etc.)
- study population (including LACYP, care leavers, health, education, housing and education staff etc.)
- cross-cutting issues (child poverty and safeguarding).

See Appendix 2 for a full copy of the coding tool.

Table 1: Summary of different stages

Summary of different stages		
1	Question setting	
2	Searching to identify relevant material	
3	Initial screening against inclusion/exclusion criteria	Title and abstract
4	Included studies entered into EPPI-Reviewer software	
5	Second stage screening	Full paper
6	Final included studies coded	Full paper
7	QA on 10% of coded papers	Full paper
8	Assessment of content and scope of included papers	Full paper

Having completed the coding, it is clear that ‘intervention setting’ is an ambiguous term. It can capture both the environmental space in which an intervention happens (a school meeting room, for example) or the context in which the child(ren) are placed.

An agreed part of the scoping study was to undertake independent coding quality assurance checks on 10 per cent of the references. In addition, all studies excluded on reading full text were independently checked. (Further information on the scoping process and details of the search strategy can be found in Appendix 2).

Assessment of the evidence base

This section of the scoping study describes the extent of the evidence base, the main types of evidence available and the gaps in the literature.

Nature of the evidence base

A total of 83 items were assessed as relevant to the review questions. Table 2 shows the number relevant to each of the four review questions. Please note, items may be assessed as relevant to more than one question.

Table 2. Research question relevance

Research question relevance	Number
Review question 1: Intervention and services	63
Review question 2: LACYP's views	50
Review question 3: Carers and birth families	12
Review question 4: Not in suitable accommodation	26

The majority (57) of items are empirical studies, with six identified with experimental design. There are 16 literature reviews, including two systematic reviews. Ten have been classified as background critical accounts and four coded as other/adequate information on their design. Table 3 shows research design.

Table 3. Research design

Research design	Number
Empirical non-experimental study	57
Experimental study with comparison/control group	6
Systematic review	2
Review article	14
Background critical accounts	10
Other/adequate information	4

The vast majority of studies are interview and focus-group based (45). Ten are based on case studies, including case studies of individuals and studies based on specific services or local authorities. One study was classified as ethnographic research and one study a controlled trial. A significant number (23) of studies were based on surveys. Secondary analysis of existing datasets, agency data and case files accounted for 14 items. Finally, 18 were classified as not research, other or having adequate information on their main methods. Each study may have used more than one method. Table 4 shows the main methods used.

Table 4. Main methods

Main methods	Number
Interviews and focus groups	45
Surveys	23
Case studies	10
Secondary analysis	14
Literature review	16
Controlled trial	1
Ethnographic	1
Other/adequate information/not research	18

The majority (55) of studies are UK-based, with a substantial proportion (31) from the US. The remaining studies were from Canada (4), Ireland (3) and Australia and New Zealand (3). Table 5 shows study country of origin.

Table 5. Country of origin

Country	Number
UK	55
USA	31
Canada	4
Ireland	3
Australia or New Zealand	3

All studies address care leavers, as shown in Table 6. Where the breakdown was given by ethnicity, 24 included black and minority ethnic (BME) young people as well as white LACYP. Twelve studies included disabled children and children with long-term health conditions, such as poor mental health. A small number (7) of studies included unaccompanied asylum seekers. Twenty-four covered health, education, social care and housing staff. Foster carers and residential workers were covered in three studies. Birth family and relatives were included in three studies.

The other category (18) included control sample populations, such as children and young people who are not looked after, legal staff such as judges, and teenage mothers. Three studies identified the sexual orientation of young people (Rashid 2004; Freundlich and Avery 2006; Vasillou and Ryrie 2006).

Table 6. Study population

Study population	Number
Care leavers	71
Disabled LAC or those with long-term conditions	13
Family and relatives of LACYP	2
Female LACYP only	1
Frontline paid carers	3
LACYP	19
LACYP of BME background	24
Other	18
Other health, social care and housing staff	24
Unaccompanied asylum seekers in care	7

Cross-cutting themes

The importance of child poverty and safeguarding issues has been noted by C4EO. As set out in Table 7, 29 studies were relevant to child poverty, and items were classified as relevant if they discussed affordability of housing, financial support and money worries. Eighty-three studies were relevant to safeguarding.

Table 7. Cross-cutting themes

Cross-cutting issues	Number
Safeguarding	83
Child poverty	29

Scope of evidence for Question 1

The largest proportion of items (63) related to this question. The majority (40) of books and papers are based on empirical studies, but it is important to note that five experimental studies are relevant to this question, highlighting important additional information about what works. There have been 14 reviews conducted of the literature concerning the effectiveness of policies, services and interventions.

The literature covers two main areas of evidence: North American-based evaluations of independent living programmes (ILPs) initiated by state governments; UK studies primarily focused on the leaving care services introduced following the *Children (Leaving Care) Act 2000* (GB. Statutes 2000). The papers report on services provided by both the statutory and independent sectors, but do not always make this clear. In both bodies of literature, the housing dimension is often submerged in discussions about support services and preparation for leaving care.

The North American literature is almost entirely quantitative and makes no attempt to assess the acceptability and accessibility of services to young people. In contrast, literature from the UK tends to be smaller-scale qualitative studies, including follow-up studies drawing on the views of young people and staff about their experience of leaving care services and the consequent impact on independent living outcomes. While addressing the same theme, support to those leaving care, US and UK studies have different understandings of what is meant by foster care, different policy contexts and different ages for leaving care (Stein and Munro 2008).

There have been a series of systematic review and review articles that examine the impact of ILPs on outcomes for care leavers. ILPs are designed to provide young people leaving care with the skills to aid successful transition to adulthood. Programmes focus on interpersonal skills, independent living skills such as budgeting and cooking, education and vocational support. Some programmes also help young people find housing and maintain tenancies. These reviews include:

- Donkoh *et al* (2006), a Cochrane review that assesses the effectiveness of ILPs for young people leaving the care system. The review includes randomised or quasi-randomised controlled trials comparing ILPs to standard care, another intervention, no intervention, or a wait-list control, for young people leaving care systems at their country's statutory age of discharge. Eighteen studies using 'non-randomised or non-comparative' designs were found but the review concluded that reliable inferences can not be drawn from these studies due to their use of weak methodology.

- Naccarato and DeLorenzo (2008) is a systematic review of ILPs, aiming to draw out implications for direct practice. This article summarises 19 studies on independent living and provides evidence-based implications for each, linking research, policy and practice.

- Collins (2001) is a review article that examines what is known about looked after young people and the impact of independent living programming on youth outcomes. It also examines research on life transition, resilience and social support and considers the importance of continued family and community support to foster individual development, even after young people leave home.

Describing the impact of different components of ILPs on outcomes is problematic. Often very little detail is reported on the contents of the ILP, making it difficult to identify or disaggregate what the ILP actually does for the young people or what elements work best with which groups (ScHARR forthcoming). Nevertheless, some studies have used control groups when investigating the relationship between participation in ILPs and education, employment and housing outcomes (Donkoh *et al* 2006; Naccarato and DeLorenzo 2008; Collins 2001). However, none of these reviews identifies the views of young people about whether they experienced the ILPs as accessible or acceptable.

UK studies are more likely to report the views of LACYP, often focusing on issues of accessibility and acceptability of housing stock, which will be picked up in the section below. There is now a small suite of studies that specifically examines the implementation of the *Children (Leaving Care) Act 2000* (CLCA 2000) (Barn *et al* 2005; Broad 2003, 2005;

Harris and Broad 2005; Hai and Williams 2004; Vernon 2000). It includes three papers based on a follow-up study of care leavers and progress made in different areas of their lives, including housing, health and education (Dixon 2008; Wade 2008; Wade and Dixon 2006).

There are UK-based studies about the needs of specific groups: disabled children (National Foster Care Association 2000; Morris 2002; Priestley *et al* 2003). BME children (Barn *et al* 2005) and unaccompanied asylum seekers (Chase *et al* 2008; Stanley 2001) compared to one US study that examined transition for disabled children (Geenen *et al* 2007).

The review did not pick up studies on children in remand or intensive fostering, but the views of young people in secure accommodation were captured in one report (Morgan 2006), with one short report on the housing needs of young offenders, 50 per cent of whom had been in care (Youth Justice Board 2007). Teenage mothers are picked up within the studies, with four studies that specifically highlight the housing and support needs of mothers who have been in care (Dixon 2008; Lewis 2006; Wade 2008; Barn *et al* 2005). Table 14 in Appendix 4 sets out the North American and UK studies.

Scope of evidence for Question 2

A substantial number of items (50) related to this question. The majority of studies (38) are empirical, non-evaluative studies largely based on interviews (36). Twelve included surveys and six were based on secondary analysis of data, such as agency datasets and case files. Eleven were literature reviews that specifically highlighted children's views. The majority of studies (42) are UK-based, with 26 covering North America.

Being rehoused is at the heart of young people's experiences of leaving care. While housing may be submerged within the literature on the effectiveness of leaving care services, the type and location of accommodation, as well as aftercare support, is the recurrent theme in the material on LACYP's views. The literature is UK-based: where North American studies mention young people's views these tend to be based on responses to surveys, or highlights from open-ended questions in surveys rather than on in-depth qualitative studies.

Care leavers live in a range of different models of accommodation, such as supported accommodation (hostels, foyers and group homes), unsupported accommodation (B&Bs, unstaffed hostels) or private rented, council and social housing. Some are able to stay with their foster carers with a significant number returning to live with their families or friends. There is some evidence available on which types of accommodation are more successful than others, particularly supported housing.

The evidence base focuses on looking at the accessibility and acceptability of housing stock and the impact of poor-quality housing stock from the perspective of LACYP (see Table 15 in Appendix 4). Young people's experiences of transition are also considered within the literature (Stein 2004, p 71), as is the role and effectiveness of pathway plans. See Table 16 in Appendix 4 for a full list of studies of LACYP preparing for independent living.

The links between LACYP's emotional wellbeing and education and employment outcomes in relation to successful outcomes in housing are also explored in the evidence base (see Tables 17 and 19 in Appendix 4 for a list of relevant studies). The related issues of financial worries, eviction and homelessness are considered in a number of studies (see Table 18 in Appendix 4).

The research evidence on LACYP's experiences of extended care placements is very limited (available studies include A National Voice 2005; Morgan 2006; Wade 2008). The research evidence on LACYP's views of contact with their birth families is equally limited (see Table 20 in Appendix 4). More investigation is required into the role of extended care placements and links with birth families on leaving care, and its impact on safe, settled accommodation.

Many of the above studies include interviews with leaving care workers, particularly personal advisers. Others focus solely on staff perspectives of the impact of the CLCA 2000. Almost no studies identify the views of housing officers and the views of policy-makers are not routinely collected either.

Scope of evidence for Question 3

The scoping review identified very little published research evidence that relates directly to interventions, training, assessment and support that affect the skills and behaviours of foster carers or residential workers in helping young people find and sustain a home (see Table 21 in Appendix 4). Twelve studies were relevant to this question. Eight are empirical studies and one is an experimental study. These are largely (8) interview-based, with five using a survey or case study approach. There are three review articles and three background critical accounts (Note: a study may use more than one method).

The paucity of literature reflects the fact that the move towards extended care placements is a recent phenomenon. There is one evaluation study of foster carers in Northern Ireland that looked at the attitudes, abilities and behaviours needed by foster carers to continue to support young people and the support they needed themselves (McCrea 2008).

Other than four studies on mentors (Ahrens *et al* 2007; Ahrens *et al* 2008; McBriar *et al* 2001; Clayden and Stein 2005), the review did not identify any information on supported housing staff. Yet, the section on review question 2 outlines that some of the literature considers the relative suitability of different types of accommodation. The scoping study identified almost no information on the attitudes and skills or support needed by kinship carers. One notable exception is Broad *et al*'s (2001) study of kinship care.

Scope of evidence for Question 4

A small body (26) of studies related to this question. They are evenly divided between UK (14) and North American studies (15). The majority (17) of books and papers are based on empirical studies but there is one experimental study deemed relevant. The papers were based on reviews (6), background critical accounts (1) or coded as other (1). See Table 22 in Appendix 4 for a list of relevant studies.

The evidence base considers where young people who are not in suitable accommodation at age 19 are living. Some studies look at the factors leading to young people becoming homeless while others examine why certain groups of care leavers are more vulnerable to homelessness than others.

While there is a significant body of literature on youth homelessness, the scoping review only identified a limited number of UK sources on tackling homelessness among care leavers. There is literature on service provision for young homeless people that highlights the increasing emphasis on preventative services, particularly family mediation, but it does not consider how appropriate this might be for former LACYP.

Relevant new and on-going research

The National Care Advisory Service (NCAS) and Shelter are due to publish *The journey home: care leavers' successful transition to independent accommodation* (for more information, visit www.leavingcare.org).

The University of Sheffield, School of Health and Related Research (ScHARR forthcoming) is due to publish a systematic review of the effects of leaving care support services on adults' outcomes for the NICE/SCIE guidelines on the health of looked after children. While it has not been included in this scope, its findings will be relevant to the main review.

Gaps in the evidence base

There is an absence of discussion of conceptual and theoretical frameworks through which to understand young people's experiences of leaving care and finding safe, settled accommodation, bar notable exceptions such as Schofield's (2002) work on attachment and Stein's (2005) work on resilience. Methodologically, there is an absence of variety in the types of studies available. The majority are non-experimental empirical studies using small samples and a qualitative methodology.

Where effectiveness studies are available, they tend to be North American-based and do not capture young people's views on accessibility and acceptability of services and interventions. ScHARR's recent, but as yet unpublished, review of ILPs, found that describing the impact of different components of ILPs on outcomes is problematic. Often very little detail is reported on the contents of the ILP, making it difficult to identify or disaggregate what the ILP actually does for the young people or what elements work best with which groups.

The value of smaller scale and follow-up studies that track young people's experiences after care, examining the link between leaving care services and outcomes is recognised in the UK. Here it may be more possible to identify the details of leaving care services and what they do on a day-to-day basis for young people, highlighting what aspects are valued by those who use the services and what impact this has on outcomes. Studies are mixed, however, with some reporting findings pre- the introduction of the CLCA 2000, with uneven geographical spread of local authorities or inclusion of housing and social care staff.

There is surprisingly little on the interventions, training, assessment and support for the skills and behaviours of foster carers, residential workers or kinship carers in helping young people find and sustain a home. Where work does exist, it tends to focus on the role of foster carers, paying little attention to the support provided and needed by residential workers and kinship carers. This is also true of the rare material on birth families. This is an area for further research.

The literature included on care leavers' experiences of homelessness is patchy. This is because it is best placed, more generally, within the context of the literature on youth homelessness, something that is beyond the scope of this review. The scope has identified some useful themes, however, suggesting that the CLCA 2000 is impacting positively on care leavers' experiences of homelessness, with leaving care teams able to advocate effectively with housing services, addressing episodes of homelessness quickly.

While housing is a prominent feature of the studies, the housing perspective is often submerged. This can be understood as a matter of disciplinary affiliation, with studies largely classed as 'social care' rather than 'housing' research. Framing leaving care as a rehousing project may emphasise the role of housing services in promoting safe, settled accommodation, and examine which comprehensive accommodation strategies are in place.

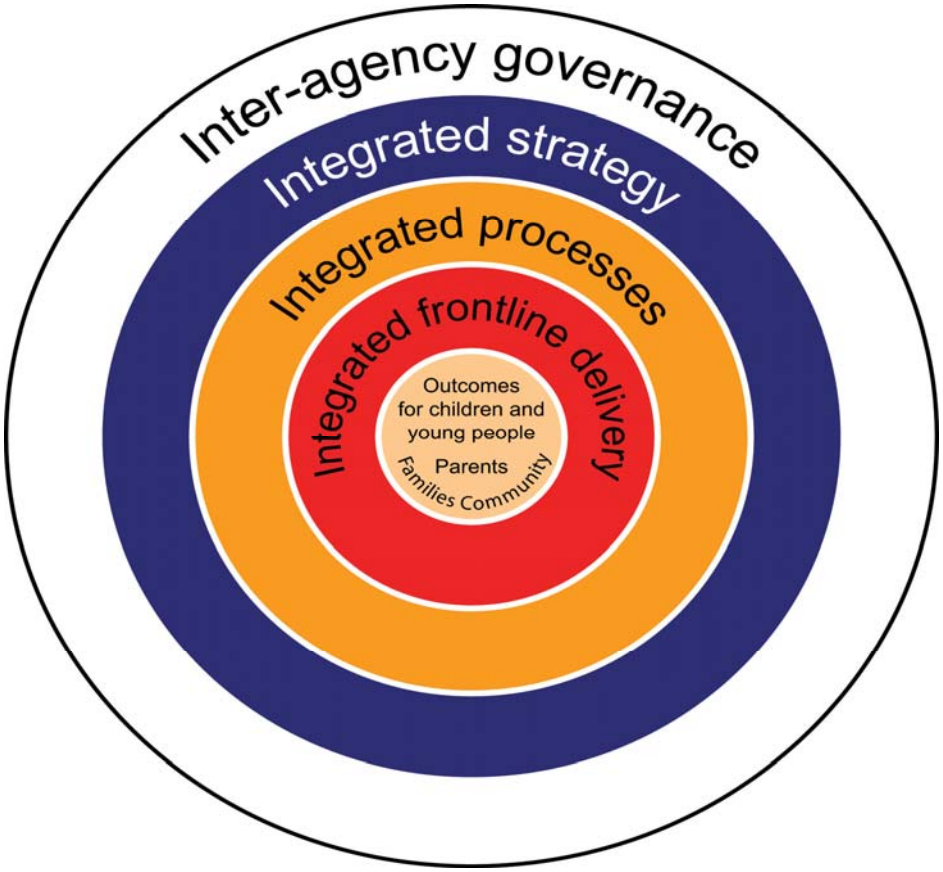
Design of the main review

This section focuses on the implications of the assessment of the evidence base for the main review. It considers possible refinements of the review based on the findings from this scoping study. Working with its core partners, C4EO aims to improve outcomes for children and young people by supporting and sharing what works, focusing on the model of whole-system change proposed by Every Child Matters (ECM). This will be secured through improved:

- inter-agency governance, through the development of robust inter-agency governance and accountability and the establishment of local safeguarding children boards
- integrated strategy resulting in joint needs assessments of children, young people and parents
- integrated processes with the introduction of the common assessment framework and better information sharing
- integrated frontline delivery with the development of multi-disciplinary teams and a common core of knowledge and understanding about children's needs.

This model for change, with outcomes for children, young people and their families at its heart is referred to as the 'onion diagram' (see Figure 1).

Figure 1. The 'onion' diagram



Source: DCSF 2008b

(For more information on whole-systems change, and the 'onion' diagram, visit www.everychildmatters.gov.uk/aims/strategicoverview/).

The main review will need to consider how the available evidence can support system change in order to improve outcomes for children and young people. The scoping review questions were necessarily broad in order to capture different aspects of the system that delivers services to children, young people and their families as well as understanding what is important to young people themselves. This means that the questions need revision for the main review.

Recommendations

Review question 1

What do we know about the accessibility, acceptability and effectiveness of policies, services and interventions initiated by central, regional and local government and independent sector, including housing services and housing support services, for LACYP?

One of the implications of the onion diagram is that strategic processes and structures provide a context for frontline practice. However, it is difficult to amalgamate both levels into one review: improvements to high-level processes and structures may not be studied in terms of their effects on frontline practice and improvement in frontline practice may not pay much attention to the context. For example, strategic work to strengthen the role of the Councils with social services responsibilities (CSSRs) as corporate parent may be quite distinct from enhancements to frontline support to parents.

In practice, the majority of the literature is focused on frontline services and analysis will need to take account of the influence of, and implications for, strategic context.

Review question 2

What are LACYP's views on what constitutes safe and settled accommodation and how do they compare to those of policy-makers, housing and children's services personnel and independent sector providers?

Material in the scope gives significant evidence of children and young people's views. The implication is that a review would gain more by focusing on the views of children and young people than on studies of inter-agency processes.

Review question 3

What do we know about the contribution made to being in safe, settled accommodation of LACYP by the attitudes, skills and abilities of foster, residential, kinship carers, supported housing staff and birth families, and interventions to support this contribution?

The scope here indicates the importance of distinguishing between interventions that involve birth families and informal carers and those that are undertaken by professionals, including foster carers. Despite the importance of both carers and birth families in sustaining safe, settled accommodation, the scoping review identified almost no work in this area (with the exception of McCrea 2008 and Wade 2008).

Review question 4

What do we know about the 12.6 per cent of young people not in suitable accommodation at age 19 (as defined by National Indicator 147)?

Our suggestion that leaving care may be conceptualised as homelessness suggests additional source material. While the literature on general youth homelessness was not included, research such as Simon's (2008) study on the access and use of housing services by care leavers at risk of homelessness, is likely to provide an essential part of the context.

Summary

This scope suggests that in order to enhance the knowledge base for increasing the number of care leavers in safe and settled accommodation, C4EO should consider:

- supplementing the review of independent living programmes (ILPs) undertaken as part of the Joint NICE/SCIE *Guideline on the emotional and physical health of looked after children* (forthcoming).

- including the literature on the relationship between social care and housing services, crucial to access to and experience of safe, settled accommodation for young people leaving care.

- adopting a specific analytical stance that focuses on the influence of and the implications for high-level processes and structures in the context where studies typically focus on frontline practice – this may involve direct contact with study authors to obtain additional unreported data.

- obtaining additional data on process (i.e. how the interventions were implemented) and on users' views to supplement the ILP review focus on outcomes – again, direct contact with the study authors may be useful to elicit relevant unreported data.

This strategy will begin to identify the ingredients that contribute towards systems-level change and will give appropriate attention to the interface between social care and housing.

Data annexe

1. Introduction and availability of data

The main focus of this priority is ‘increasing the number of care leavers (young people) in “settled, safe accommodation”’. In the majority of cases, children cease to be looked after on their 18th birthday, although, under the provisions of the *Children Act 1989 Section 20(5)* (GB. Statutes 1989) young people may be looked after until their 21st birthday if they are being looked after in a community home suitable for children aged 16 and over. In practice, few young people fall into this category and, according to the Department for Children, Schools and Families (DCSF), those that do, tend to be young persons with severe physical or mental disabilities (DCSF 2009).

The DCSF is the main source of data on Every Child Matters (ECM) outcomes for looked after children up to the age of 16. It provides data on activities and accommodation on their 19th birthday for those young people who were looked after during the final year of compulsory education (Year 11). Tracking data on young people who were looked after in previous academic years, but who returned to their families by Year 11, is not systematically recorded.

This data annexe presents further discussion about the data currently available on the accommodation of care leavers. It provides:

- a summary of the search strategy for identifying data
- an overview of the nature and scope of the data that was found, with a brief commentary on the quality of this data, and any gaps that have been identified
- some examples of the types of charts and diagrams that could be produced, showing, for example, comparisons between outcomes for looked after children and all children.

A summary table of the data sources of readily available, published data for looked after children at a national, regional and/or local authority level is produced in Data Annexe Appendix 1 of this data annexe.

2. Search strategy

There are a number of archival databases in the UK, such as the National Digital Archive of Datasets (NDAD) and the UK Data Archive, some of which have services that facilitate searching or access to macro- and micro-datasets (including Economic and Social Data Service (ESDS) International). Even so, searching for current and recently published data cannot yet be conducted in the same way as searching for published research findings. Access to newly published data is not supported by comprehensive searchable databases in the same way that literature searches are supported, although the DCSF and Department for Innovation, Universities & Skills (DIUS) produce a publications schedule for Statistical First Releases and Statistical Volumes.

Data for this data annexe was obtained by a combination of search methods but primarily by obtaining online access to known government publications (such as the Statistical First

Releases and Statistical Volumes from the DCSF) and exploring data published by the Department of Health and Office for National Statistics, other government departments, the National Health Service and other national, regional and local bodies. It should be noted that links to statistical sources that were live at the time of searching may not remain live at the time of publication.

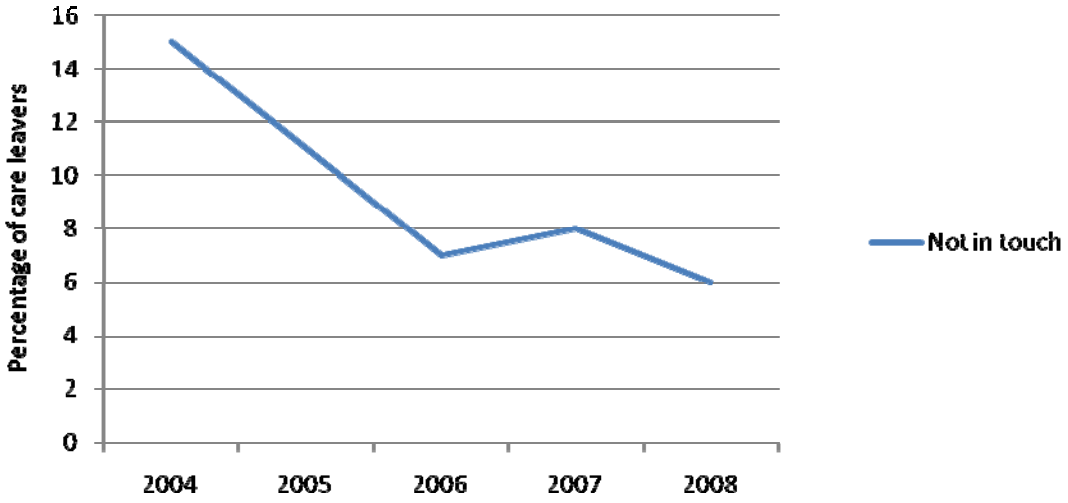
3. Nature and scope of the data

Data on looked after children has been collated for at least seven years via local authority OC2 statistical returns. Data on the outcomes for children and young people who are looked after is presented for fewer young people than would actually have been in care, as it refers only to those young people who were in care continuously for a period of at least 12 months. In 2007, for example, a total of 60,000 young people were recorded as having been looked after. Of these, 44,200 (just under three-quarters) were identified as having been in long-term care.

4. Examples of charts showing trends

The key change in relation to the National Indicator 147 (care leavers in suitable accommodation) is that the proportion of those about whom local authorities have no information has decreased markedly from 15 per cent in 2004 (see Figure 2). Nonetheless, the data indicates that for at least 6 per cent of the 5,800 children and young people who comprised the long-term looked after cohort in 2008, living facilities were unknown.

Figure 2. Care leavers with whom the local authorities have no contact



Source: DCSF 2008

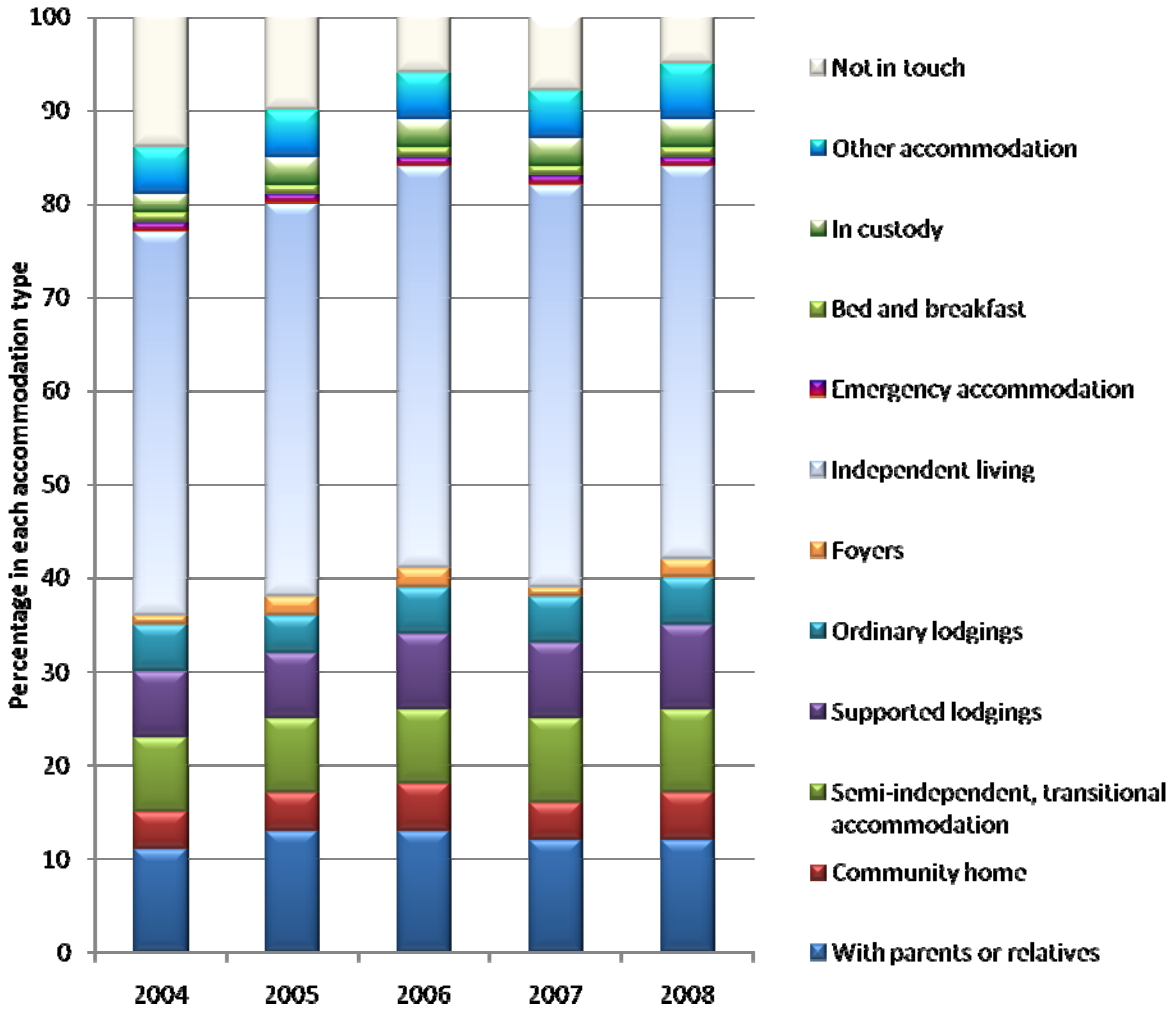
Although data on accommodation at age 19 is now available for 94 per cent of the 5,800 young people who were in the cohort in local authority care for at least 12 months by April 2005, current published data from the DCSF (SFR23/2008) does not distinguish between suitable and unsuitable accommodation (DCSF 2008). Earlier publications, such as the Statistical First Release for 2007 (DCSF 2007) (updated 31/03/08) made this distinction, with 87.3 per cent of the young people who were looked after at age 16, in April 2004

(5,800), said to be in accommodation considered suitable at age 19 (an increase of 12.8 percentage points since 2003). For 5 per cent, however, accommodation at age 19 was not deemed suitable.

Publicly available data (9 March 2009) does not yet distinguish between suitable and unsuitable accommodation for the cohort who were aged 16 and in care in April 2005. The trend data published in the DCSF Statistical First Release for 2008 (DCSF 2008) differs from historical data as a result of ‘implemented amendments and corrections’. The picture now available suggests that there has been a marginal increase over the five years from 2004 to 2008 in the proportion of care leavers living in supported lodgings (from 7 to 9 per cent), but that the proportion living in other types of accommodation has remained fairly constant across the years. The highest proportion of care leavers in each year (over 40 per cent) appear to have been living independently, with smaller proportions living with parents or relatives (around 12 per cent), in semi-independent or transitional accommodation (around 9 per cent) or in community homes (around 5 per cent). For some, however, living facilities were in custody (3 per cent), in emergency accommodation (1 per cent) or in some form of bed and breakfast arrangement (1 per cent). Figure 3 provides an overview of the pattern of accommodation.

Accurate comparisons with the living circumstances of all other young people in this age group are not available, though the indications from Stein (2004) are that young people leaving care may be more likely to become young householders or become homeless than their peers. The difficulties faced by some young people leaving care were highlighted in the Stein report (2004), which suggested that there was evidence that young disabled people leaving care were not accessing mainstream services.

Figure 3. Accommodation of care leavers: by type of setting



Source: DCSF 2008

5. Summary

Data is available on the accommodation types of young care leavers who had been looked after continuously for at least 12 months and who were still in care aged 16 in April of their final year of compulsory education. The most recent dataset, however, does not distinguish between accommodation deemed suitable and that deemed unsuitable.

Data Annexe Appendix 1: Relevant National Indicators and data sources

ECM outcome	National Indicator (NI)	NI Detail	Data source (published information)	Scale (published information)	Links to data source
Population		Population characteristics	DCSF: Children looked after in England (including adoption and care leavers) year ending 31 March 2008	National, regional and LA	*www.dcsf.gov.uk/rsgateway/DB/SFR/s000810/index.shtml*
Achieve economic wellbeing	NI 147	Care leavers in suitable accommodation	DCSF: Children looked after in England (including adoption and care leavers) year ending 31 March 2008*)*	National, regional and LA	*www.dcsf.gov.uk/rsgateway/DB/SFR/s000810/index.shtml*

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Appendix 1: Search parameters

1. C4EO Theme 3 Vulnerable Children

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2. Priority

3.3 This appendix contains the parameters for the scoping study set up by the Theme Advisory Group (TAG) to examine the priority of increasing the number of care leavers in 'settled, safe accommodation'

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3. Context for this priority

Increasing the numbers of care leavers in 'settled, safe accommodation' is a key priority for the government and is reflected in its Public Service Agreements (PSA). Housing stability and support are precursors to the outcomes outlined in Every Child Matters (ECM). Examples of effective practice from the Department for Children, Schools and Families (DCSF) focus on multi-agency collaboration, such as the Leaving Care Councils and illustrate the systems-level change required. Steps on the ways to achieving the outcomes outlined in ECM, include: planned moves towards independence; maintained or developing family support where safe; and appropriate and increased use of supported housing via improved joint working between housing and children's services[1]. Young people themselves emphasise the importance of affordability and housing choice[2].

1 CLG and DCSF (2008) Joint working between housing and children's services: preventing homelessness and tackling its effects on children and young people. London: CLG and DCSF.

2 A National Voice (2005) There's no place like home: housing for care leavers. Manchester: ANV.

4. Main review questions[3] to be addressed in this scoping study (no more than five, preferably fewer)

Overall question:
What do we know about how to improve the number of care leavers in 'settled, safe accommodation'?

Sub-questions:
1. What are looked after children and young people's (LACYP's) views on what constitutes safe and settled accommodation and how do they compare to those of policy-makers, housing and children's services personnel and independent sector providers?

2. What do we know about the 12.6 per cent of young people not in suitable accommodation at age 19 (as defined by National Indicator 147)?

3. What do we know about the accessibility, acceptability and effectiveness of policies, services and interventions initiated by central, regional and local government and independent sector, including housing services and housing support services, for LACYP?

4, What do we know about the contribution made to being in safe, settled accommodation of LACYP by the attitudes, skills and abilities of foster, residential, kinship carers, supported housing staff and birth families, and interventions to support this contribution?

5. Which cross-cutting issues should be included?

(Child poverty; safeguarding; equality and diversity; disability; workforce development; change management; leadership; learning organisations?) Please specify the review questions for cross-cutting issues in this scope, and please keep these limited in number.

Child poverty
Safeguarding

6. Definitions for any terms used in the review questions[3]

Population of young people:

- Looked after children and young people in medium- and long-term care (more than 6 months) – wherever they are looked after (for example, residential care, foster care, young offenders institution) – up to age 25, and their families.

- Children and young people who have several short-term (up to 6 months) periods in local authority care (either under a care order, or on a voluntary basis).

3 See guidance note on setting review questions at the end of this form.

- Children and young people preparing to leave medium-term or long-term local authority care.

Outcomes

ECM outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

Government indictors of the above outcomes:

- National Indicator 147: Care leavers in suitable accommodation
- PSA 14: Increasing the number of young people on the path to success
- PSA16: Increase the proportion of socially excluded adults in settled accommodation and employment, education or training
- Specific LACYP definitions of safe and settled and how this might differ to be identified during the scope.

7. What will be the likely geographical scope of the searches?

(Work conducted in/including the following countries.)

- ☐ England only
- ☐ UK only
- ☐ Europe only
- ☐ Europe and other countries (English language)

NB: UK, Ireland, US, Canada, Australia and New Zealand

8. Age range for children and young people (CYP):

13–25

9. Literature search dates

Start year 2000

10. Suggestions for keywords to be used for searching the literature

See Appendix 2 for complete list of search terms.

11. Suggestions for websites, databases, networks and experts to be searched or included as key sources.

National Children's Bureau (NCB) resources www.ncb.org.uk/
National Centre for Excellence in Residential Child Care
www.ncb.org.uk/page.asp?sve=934
Scottish Institute for Residential Child Care www.sircc.org.uk/
National Care Advisory Service, Rainer: www.nlcas.org/
Leavingcare.org www.leavingcare.org/
Shelter – preparing to leave care
http://england.shelter.org.uk/get_advice/advice_topics/finding_a_place_to_live/leaving_home/preparing_to_leave_care
Shelter – support on leaving care
http://england.shelter.org.uk/get_advice/advice_topics/homelessness/help_from_social_services/support_for_care_leavers
Children's Rights Director www.rights4me.org/reports.cfm
National Asylum Support Service (NASS)
www.asylumsupport.info/specialfeatures/children.htm
Fostering Network http://www.fostering.net/
BAAF http://www.baaf.org.uk/
PSA 16 data on care leavers (October 2008)
Voice www.voiceyp.org/ngen_public/default.asp

12. Any key texts/books/seminal works that you wish to see included?

Mike Stein publication list
Barnardo's *What works for young people leaving care?*
National Care Advisory Service: www.nlcas.org/
www.leavingcare.org/ – series of reports on accommodation
www.leavingcare.org/professionals/research/leaving_care__accomodation
Quality Protects research briefings – MRC/RIP.
A National Voice (2005) *There's no place like home*.
What young people in, and formerly in, residential and foster care think about leaving care, 2006, Children's Rights Director.
Young people's views on leaving care, 2006, Children's Rights Directors
www.rights4me.org/reports.cfm.
DTLR, DH & Centrepoint (2002) *Care leaving strategies: a good practice guide*.
CLG and DCSF (2008) Joint working between housing and children's services: preventing homelessness and tackling its effects on children and young people.
SEU, 2005, *Transitions: young adults with complex needs*.

13. Anything else that should be included or taken into account?

Receive housing and support up to 18 before passing into general housing system.
Focus on financial support.
Not in employment, education or training (NEETS).
Importance of fostering resilience to outcomes, see SCIE Resource guide 4.
The National Care Advisory Service (NCAS) and Shelter are producing a good practice guide on accommodation for care leavers that will contain good practice examples and be backed up by resources on www.leavingcare.org.

Note on setting review questions

The review questions are important because the scoping team will use these to assess the available literature. Review questions need to be clear, specific and answerable. For example, the questions addressed in a scoping study on diversity in the early years might identify the following questions:

1. What is the evidence of different outcomes for children from diverse backgrounds and with different characteristics?

2. In what ways do early-learning environments impact on children's sense of identity and understating of diversity?

3. What is the evidence to support specific strategies that help children from all backgrounds and with diverse characteristics to access the curriculum and make good progress in the early years?

In addition to suggesting review questions, it is important to provide definitions of key terms and concepts (for example, for 'outcomes' 'diversity' 'early-learning environment' and 'early years' in the above example).

Appendix 2: Scoping study process

The study began with the Theme Advisory Group (TAG) – a group of experts in the policy, research and practice field of vulnerable (looked after) children – establishing the key questions to be addressed and the parameters for the search (see Appendix 1). The scoping study used a broad range of sources to identify relevant material:

- searches of bibliographic databases
- searches of research project databases
- browsing the websites of relevant organisations
- recommendations from TAG.

(See the Search strategy section below for the sources and strategy used.)

The research team undertook an initial screening process of the search results, using record titles and abstracts (where available) to ensure the search results conformed to the search parameters and were relevant for answering the scoping study questions. Items were excluded if:

- they were not about looked after children or care leavers, aged up to 25
- they had been published before 2000
- they were not from a peer-reviewed journal or report or not a key book
- they were not empirical research
- they did not relate to a study in the UK, Ireland, USA, Canada, Australia or New Zealand
- they did not answer the scoping study questions
- a fuller report was published elsewhere
- they could not be obtained in full text, either at all, or within the scoping study deadline
- they were duplicate records.

The inclusion/exclusion criteria are shown in Table 8.

Table 8. Inclusion/exclusion criteria

The following criteria were applied sequentially from the top down:

Inclusion/ exclusion criteria		**Guidance**
1	**EXCLUDE** **Date of publication** before 2000	Published before 2000
2	**EXCLUDE Publication type** not peer reviewed journal or report	Exclude books, dissertation abstracts, trade magazines, policy (unless evaluated), guidance (unless evaluated) Include relevant reports, evaluated policy
3	**EXCLUDE Location** not UK, Ireland, USA, Canada, Australia, NZ	
4	**EXCLUDE Population** Not about looked-after children or care leavers, or their care	Upper age limit 25
5	**EXCLUDE Research type** Not empirical research	Exclude case study, vignette, opinion piece, commentary, or briefing
6	**EXCLUDE Scope**	Use if not excluded above but does not answer one of the questions
7	**EXCLUDE insufficient details** to identify reference	
8	**EXCLUDE unable to retrieve**	Covers records for which full text could not be obtained at all or not in time for this piece of work
9	**EXCLUDE full study already reported**	For studies where identical methodology and findings are reported in more than one record
10	**INCLUDE**	Not excluded by above
EXTRA EXCLUSION CRITERION for emotional behavioural priority questions where interventions involved	**EXCLUDE Not intervention**	Intervention is defined as a named, bounded, activity or set of activities with specific objectives that are assessed/ evaluated in some way

Additional criteria were applied in relation to Emotional behavioural priority sub-questions on interventions and the records re-screened. This served to define interventions more strictly as a specific activity with specified outcomes that concerned the emotional and behaviour health (EBH) of looked-after children and young people (LACYP). The papers included in Emotional behavioural priority sub-questions on interventions were also required to include some evaluation of outcomes, whether related to effectiveness, accessibility or acceptability: descriptive accounts were excluded as it was felt they did not contribute to our understanding of interventions. These measures were intended to narrow the focus and to exclude system-wide approaches (such as an account of introducing LACYP into a child welfare system). While system-wide approaches may concern the EBH of LAC and young people, they are not always linked directly to outcomes addressing emotional and behavioural difficulties and usually have a wide remit to improve the overall performance and accountability of the child welfare system. Policy was excluded unless evaluated.

A proportion of records of doubtful relevance according to the available abstract/title were parked for later examination.

Records from the searches which were screened as relevant according to title or abstract were then loaded into the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI)-Reviewer database.

Full texts were retrieved for the second stage of screening, since the team considered that scoping required the use of full texts. All records screened for inclusion were sought. Inclusion/exclusion criteria were then applied to the full text articles. Approximately one-third of retrieved items were excluded using full texts (see exclusion criteria above; see flow chart, below). Thirty-eight items could not be retrieved in full text within the scoping study deadline.

The content of the **rejected** records included those that focused on:

- adopted children
- policy
- overviews or briefings of the topic
- descriptions of interventions with no indication of outcomes.

The research team then assessed the remaining items and coded them in relation to the following:

- relevance to research question or questions
- country (UK, Ireland, Canada, USA, Australia or New Zealand)
- study type (including experimental study with comparison/control, non-experimental study, systematic review etc.)

- main methods (including survey, interviews and focus groups, control trial, literature review etc.)
- intervention setting (including foster care, residential care, school, housing services or floating support etc.)
- study population (including LACYP, care leavers, health, education, housing and education staff etc.)
- cross-cutting issues (child poverty and safeguarding).

It was subsequently agreed that the term ‘intervention setting’ is an ambiguous, and therefore unhelpful, term. It can capture both the environmental space in which an intervention happens (a school meeting room, for example) or the context in which the child(ren) are placed. Many studies don’t report either and, therefore, the scoping review does not analyse the responses checked on this section of the coding form.

An agreed part of the scoping methodology was to undertake independent coding quality assurance checks on 10 per cent of the references. References were selected randomly from EndNote listings of papers allocated to each sub-question. In addition, all studies excluded on reading the full text were checked (i.e. reviewed by at least two people).

The checks on coding demonstrated a high degree of consistency and reliability in the use of the coding tool. With minor exceptions (for example, varied understanding of ‘intervention setting’: see above), the result of double coding was principally to add to the recording of methodological detail.

The check on exclusions at full text again demonstrated the consistent and reliable use of scoping criteria, and did not reveal any systematic bias in the decisions. In three cases, an exclusion decision was subject to further discussion before being resolved. The process is summarised in Table 9 below.

Table 9. Summary of different stages

	Stage	**Material used**
1	Question setting	
2	Searching, browsing and recommendations to identify relevant material	
3	Initial screening using inclusion/exclusion criteria	Using title and abstract
4	Included studies entered into EPPI-Reviewer software	
5	Second stage screening	Using full paper
6	Final included studies coded	Using full paper
7	QA on 10% of coded papers	Full paper
8	Assessment of content and scope of included papers	Full paper

See Table 12 (below) for a full copy of the coding tool.

The numbers of items found by the initial search, and subsequently selected, can be found in the following table. The three columns represent:

- items found in the initial searches
- items selected at first screening for further consideration (that is those complying with the search parameters after the removal of duplicates)
- items considered relevant to the study at second screening by a researcher who had read the abstract and/or accessed the full document.

Table 10. Overview of searches for all topics

Source	Items found[4]	Items selected for consideration	Items identified as relevant to this theme
Databases			
Applied Social Sciences Index and Abstracts (ASSIA)	3,508	128	7
Australian Society and Family Abstracts	59	52	2
British Education Index (BEI)	443	291	7
ChildData	8,576	977	57
CINAHL Plus	3,889	576	29
Cochrane Library	71	10	1
EMBASE	2,929	277	2
Google	n/a	1	1
HMIC	2,615	154	0
IBSS	900	47	6
MEDLINE	3,325	235	15
PsycInfo	4,539	908	26

[4] Where n/a is indicated, this is because these resources were browsed rather than searched. Initial output was publication date from beginning of 1990, this was restricted to the start of 2000 at first screening.

Social Care Online	7,673	490	35
Social Services Abstracts	3,114	257	6
Social Work Abstracts	2,044	187	3
Zetoc	1,159	4	1
Internet databases/portals (also see Search strategy section)			
Barnardo's	n/a	1	1
British Library Welfare Reform on the Web	n/a	n/a	n/a
CERUKplus	57	47	1
Intute	n/a	n/a	n/a
INVOLVE	n/a	n/a	n/a
JSTOR	n/a	n/a	n/a
Research Register for Social Care	Incorporated in Social Care Online search		
Reference harvest 'Taking care of education'	n/a	9	2
TAG recommendations (including texts and organisations)	n/a	56	8

Note: duplicate removal was ongoing throughout the process.

Total number of relevant records by question

Whole priority: Care leavers and 'settled, safe accommodation': 83

By question:
Services/interventions (effectiveness, acceptability, accessibility): 63

LACYP's views: 50

Attitudes and skills of carers and families: 12

What is known about those not in 'settled, safe accommodation' at 19?: 26

Note: studies may be coded as relevant to more than one priority.

Table 11. Overview of search output for care leavers in 'settled, safe accommodation'

Source	Items identified as relevant to this priority
Databases	
ASSIA	1
Australian Society and Family Abstracts	0
BEI	2
ChildData	22
CINAHL Plus	6
Cochrane Library	1
EMBASE	0
HMIC	0
Google	0
IBSS	3
MEDLINE	4
PsycInfo	8
Social Care Online	14
Social Services Abstracts	2
Social Work Abstracts	2
Zetoc	1
Barnardo's	1
Reference harvest: 'Taking care of education'	1
TAG recommendations (including texts and organisations)	15

Note: as this was derived from aggregated output of all searches, no columns are given for initial output.

Search strategy

The following section provides information on the keywords and search strategy for each database and web source searched as part of the scoping study. Searching was carried out by the Social Care Institute for Excellence (SCIE) social care information specialist.

The list of databases and sources to be searched included the databases recommended for systematic reviews, 40 organisations' databases and subject portals identified by a SCIE scope and recommendations from TAG members. The general approach was:

- A detailed search on relevant terms for the looked after children population was carried out across 15 databases. The search strategy was translated for each database and the output was de-duplicated, creating a database of approximately 19,000 records.

- Topic-specific searches were carried out on this combined population database, to create a second database.

- References obtained by recommendation and browsing were added to these records, creating a database of approximately 5,000 records.

- All these records were screened for relevance to all the questions. This approach dealt with significant overlap in topic relevance between the priorities.

All searches were limited to publication years 2000 to 2008, in English language only. The keywords used in the searches, together with a brief description of each of the databases searched, are outlined below.

The following conventions have been used: (ft) denotes that free-text search terms were used and * denotes a truncation of terms. (+NT) denotes that narrower subject terms have been included (where available).

Stage 1

Compiling the looked after children population set

Applied Social Sciences Index and Abstracts (ASSIA)
(searched via CSA Illumina 27/08/08)

ASSIA is an index of articles from over 500 international English language social science journal

#1 looked after child* (ft)
#2 child* in care (ft)
#3 foster care (+NT)
#4 adoption (+NT)
#5 kinship care (ft)
#6 children (+NT) or adolescents (+NT) or young people (+NT)
#7 residential care (+NT)
#8 #6 and #7
#9 group homes (+NT)
#10 #6 and #9
#11 care orders
#12 special guardianship (ft)
#13 leaving care (ft)
#14 care leaver*
#15 secure accommodation
#16 unaccompanied asylum seeking child* (ft)
#17 placement (ft) and #6
#18 #1 or #2 or #3 or #4 or #5 or #8 or #10 or #11 or #12 or #13 or #14 or #14 or #15 or #16 or #17

Australian Family and Society Abstracts
(searched via Informit 13/11/08)

#1 child* (ft)
#2 adopt* (ft) or foster* (ft)
#3 #1 and #2
#4 residential childcare
#5 looked after children
#6 #3 or #4 or #5

British Education Index (BEI)
(searched via Dialog 11/11/08)

BEI provides information on research, policy and practice in education and training in the UK. Sources include over 300 journals, mostly published in the UK, plus other material including reports, series and conference papers.

#1 looked after children (ft)
#2 child* looked after (ft)
#3 child* in care (ft)
#4 orphan* (ft)
#5 orphans
#6 adopted children
#7 foster (ft)
#8 foster care or foster children
#9 residential child care (ft)
#10 residential care and (child* (ft) or children)
#11 care order* (ft)
#12 special guardian* (ft)
#13 care leav* (ft)
#14 leav* care (ft)
#15 secure accommodation (ft)
#16 unaccompanied asylum seeking child* (ft)
#17 placement* (ft) and (child* (ft) or children)
#18 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17

Campbell Collaboration C2 Library
(searched 14/10/08)

The Campbell Collaboration Library of Systematic Reviews contains systematic reviews and review protocols in the areas of education, criminal justice and social welfare.

The Education and Social Welfare sections were browsed but no relevant records were found.

CERUKplus
(searched 11/11/08)

The CERUKplus database provides access to information about current and recently completed research, PhD level work and practitioner research in the field of education and children's services.

#1 (looked after children) or (care leavers)

ChildData
(searched via NCB Inmagic interface 01/09/08)

ChildData is the National Children's Bureau database, containing details of around 35,000 books, reports and journal articles about children and young people.

#1 children in care
#2 looked after child* (ft)
#3 child* looked after (ft)
#4 orphans
#5 foster care or foster carers or foster children
#6 kinship care
#7 adoption or adopted children
#8 residential care or residential care staff
#9 group home* (ft)
#10 children's homes
#11 care orders
#12 special guardianship
#13 leaving care
#16 care leaver* (ft)
#17 unaccompanied asylum seeking child* (ft)
#18 placement
#19 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18

Cochrane Library
(searched via Wiley Interscience 09/09/08)

#1 child, institutionalized (+NT)
#2 looked after child* (ft)
#3 child* in care (ft)
#4 child, orphaned
#5 orphanages
#6 foster home care
#7 kinship care (ft)
#8 adoption (+NT)
#9 residential child care (ft)
#10 group homes (+NT)
#11 care order* (ft)
#12 special guardianship (ft)
#13 care leaver* (ft)
#14 secure accommodation (ft)
#15 unaccompanied asylum seeking child* (ft)
#16 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15

Cumulative Index to Nursing and Allied Health Literature (CINAHL Plus)

(searched via EBSCO Host 29/08/08)

CINAHL Plus provides indexing for 3,802 journals from the fields of nursing and allied health.

#1 looked after child* (ft)
#2 child* in care (ft)
#3 “orphans and orphanages” (+NT)
#4 foster home care (+NT)
#5 kinship care (ft)
#6 adoption
#7 residential child care (ft)
#8 special guardianship (ft)
#9 leaving care (ft)
#10 care leaver* (ft)
#11 secure accommodation (ft)
#12 unaccompanied asylum seeking child* (ft)
#13 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12

EMBASE
(searched via Ovid SP 05/09/08)

The Excerpta Medica database (EMBASE) is a major biomedical and pharmaceutical database. There is selective coverage for nursing, dentistry, veterinary medicine, psychology, and alternative medicine.

#1 looked after child* (ft)
#2 child* in care (ft)
#3 orphanage (+NT)
#4 foster care (+NT)
#5 adoption (+NT) or adopted child (+NT)
#6 residential home (+NT) and (child* or adolescen* (ft))
#7 group homes (ft) and (child* or adolescen* (ft))
#8 children’s homes (ft)
#9 care orders (ft)
#10 special guardianship (ft)
#11 leaving care (ft)
#12 care leaver* (ft)
#13 secure accommodation (ft)
#14 unaccompanied asylum seeking child* (ft)
#15 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14

Health Management Information Consortium (HMIC)
(searched via Ovid SP 03/09/08)

The Health Management Information Consortium (HMIC) database is a compilation of data from two sources, the Department of Health’s Library and Information Services and King’s Fund Information and Library Service. Topic coverage is on health services.

#1 looked after child* (ft)
#2 child* in care (ft)
#3 children in care
#4 orphans
#5 disabilities (+NT)
#6 (foster care or foster children or foster parents) (+NT)
#7 kinship care (ft)
#8 (adoption or adopted children or adoptive parents) (+NT)
#9 residential child care (+NT)
#10 children’s homes (ft)
#11 care orders
#12 special guardianship (ft)
#13 former children in care or care leavers
#14 secure accommodation

#15 unaccompanied asylum seeking child* (ft)
#16 placement (ft) and children (+NT)
#17 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16

International Bibliography of the Social Sciences (IBSS)
(searched via EBSCO Host 05/09/08)

#1 looked after child* (ft)
#2 children in care
#3 orphanages
#4 orphans
#5 (foster care or foster child* or foster parent) (ft)
#6 kinship care (ft)
#7 adopted children
#8 residential child care (ft)
#9 children's homes (ft)
#10 care order* (ft)
#11 special guardianship (ft)
#12 leaving care (ft)
#13 care leaver* (ft)
#14 secure accommodation
#15 unaccompanied asylum seeking child* (ft)
#16 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15

JSTOR
(searched 14/11/08)

JSTOR is an international archive of journal articles and grey literature.

#1 children in care (ft)

MEDLINE
(searched via Ovid SP 27/08/08)

MEDLINE is the primary source of international literature on biomedicine and healthcare

#1 looked after children (ft)
#2 child* in care (ft)
#3 looked after child* (ft)
#4 child, orphaned (+NT)
#5 orphanages (+NT)
#6 foster home care (+NT)
#7 kinship care (ft)
#8 adoption (+NT)
#9 residential child care (ft)
#10 special guardianship (ft)
#11 leaving care (ft)
#12 secure accommodation (ft)
#13 unaccompanied asylum seeking child* (ft)
#14 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13
#15 child (+NT) or adolescent
#16 group homes (+NT)
#17 #15 and #16
#18 #14 or #17

PsycInfo
(searched via Ovid SP 05/09/08)

PsycInfo contains more than 2.5 million records on psychological and behavioural science.

#1 looked after child* (ft)
#2 child* in care (ft)
#3 orphans (+NT)
#4 orphanages (+NT)
#5 foster children (+NT) or foster care (+NT) or foster parents (+NT)
#6 kinship care (ft)
#7 adoption (child) (+NT)
#8 adopted children (+NT)
#9 residential child care (ft)
#10 care orders (ft)
#11 special guardianship (ft)
#12 leaving care (ft)
#13 care leaver* (ft)
#14 secure accommodation (ft)
#15 unaccompanied asylum seeking child* (ft)
#16 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15
#17 child (+NT) or adolescent
#18 group homes (+NT)
#19 #17 and #18
#20 #16 or #19

Social Care Online
(searched 21/08/08)

Social Care Online is the Social Care Institute for Excellence's (SCIE's) database covering an extensive range of information and research on all aspects of social care. Content is drawn from a range of sources including journal articles, websites, research reviews, legislation and government documents, and from the knowledge of people using these services.

#1 looked after children
#2 children looked after (ft)
#3 child* in care (ft)
#4 foster care (+NT)
#5 foster children
#6 adoption (+NT)
#7 adopted children
#8 residential child care
#9 care orders
#10 special guardianship
#11 leaving care
#12 care leaver* (ft)
#13 secure accommodation and (children or young people)
#14 unaccompanied asylum seeking child* (ft)
#15 placement and (children or young people)
#16 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15

Social Services Abstracts
(searched via CSA Illumina 02/09/08)

Social Services Abstracts is an international database covering social work, social welfare and social policy.

#1 looked after child* (ft)
#2 child* in care (ft)
#3 orphans
#4 foster care or foster children
#5 adoption (+NT)
#6 adopted children (+NT)
#7 residential care (ft) and (children (+NT))
#8 children's homes (ft)
#9 special guardianship (ft)

#10 care leaver* (ft)
#11 secure accommodation (ft)
#12 unaccompanied asylum seeking child* (ft)
#13 placement and (child (+NT))
#14 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13

Social Work Abstracts
(searched via Ovid SP 03/09/08)

Social Work Abstracts covers material published in primarily US-based journals with social work relevance

#1 looked after child* (ft)
#2 child* in care (ft)
#3 orphan* (ft)
#4 foster* (ft)
#5 kinship care (ft)
#6 adoption (ft)
#7 residential child care (ft)
#8 children's homes (ft)
#9 care orders (ft)
#10 special guardianship (ft)
#11 care leaver* (ft)
#12 leaving care (ft)
#13 secure accommodation (ft)
#14 unaccompanied asylum seeking child* (ft)
#15 placement and (child* (ft))
#16 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15

Zetoc
(searched via British Library 03/09/08)

Zetoc provides access to the British Library's electronic table of contents of journals and conference proceedings. This search interface has quite limited functionality

#1 looked after children (ft)
#2 foster care (ft) and health (ft)
#3 adopted children (ft) and health (ft)
#4 residential child care (ft)
#5 children's homes (ft)
#6 special guardianship (ft)
#7 care leaver (ft)
#8 care leavers (ft)
#9 secure accommodation (ft)
#10 placement (ft) and children (ft) and care (ft)
#11 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10

Search output from each database was combined (using OR) in an EndNote library, which was subsequently searched for each priority. The EndNote library was produced from the above references on 05/12/08.

Stage 2

Topic-specific searches

(All later aggregated for screening for all priorities, due to overlap in relevance.)

Education priority

#1 school* (ft)
#2 education* (ft)
#3 learning (ft)
#4 pupil* (ft)
#5 #1 or #2 or #3 or #4

The output from this set was searched using the following terms:
Educational outcomes and positive school experiences set

#1 achievement* (ft)
#2 qualification* (ft)
#3 examin* (ft)
#4 key stage* (ft)
#5 college* (ft)
#6 university (ft)
#7 degree* (ft)
#8 attendance (ft)
#9 truan* (ft)
#10 stability (ft)
#11 dropout* (ft)
#12 expulsion* (ft)
#13 exclu* (ft)
#14 friend* (ft)
#15 career* (ft)
#16 occupation* (ft)
#17 job* (ft)
#18 employ* (ft)
#19 citizen* (ft)
#20 school refusal (ft)
#21 school phobia (ft)
#22 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21

The output from this set was searched using the following terms:
Views set

#1 opinion* (ft)
#2 view* (ft)
#3 feedback (ft)
#4 listen* (ft)
#5 voice* (ft)
#6 #1 or #2 or #3 or #4 or #5

This output was used to answer the question on LACYP's views on educational outcomes.

The education set was searched using the following terms:
Educational policy and interventions set

#1 virtual school head* (ft)
#2 education support (ft)
#3 out of school hours learning (ft)
#4 specialist* (ft)
#5 designated teacher* (ft)
#6 club* (ft)
#7 personal education plan* (ft)
#8 mentor* (ft)
#9 education at home (ft)
#10 guidance (ft)
#11 policy
#12 green paper* (ft)
#13 white paper* (ft)
#14 Every Child Matters (ft)
#15 Children's Act
#16 Care Matters (ft)

#17	educational psychologist* (ft)
#18	mental health professional* (ft)
#19	camhs (ft)
#20	achievement ceremon* (ft)
#21	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20

The output from this set was searched using the following terms:
Acceptability, accessibility and effectiveness set

#1	acceptab* (ft)
#2	accessib* (ft)
#3	satisfaction (ft)
#4	service uptake (ft)
#5	service use (ft)
#6	engage* (ft)
#7	involv* (ft)
#8	participat* (ft)
#9	effective* (ft)
#10	What works (ft)
#11	outcomes (ft)
#12	evaluat* (ft)
#13	making a difference (ft)
#14	success* (ft)
#15	improvement (ft)
#16	implementation (ft)
#17	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16

This output was used to answer the question on the accessibility, acceptability and effectiveness of policies, services and interventions.

The education set was searched using the following terms:
Foster, residential and kinship carers and birth families

#1	carer* (ft)
#2	worker* (ft)
#3	assistant* (ft)
#4	guardian* (ft)
#5	family (ft)
#6	mother* (ft)
#7	father* (ft)
#8	parent* (ft)
#9	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8

The output from this set was searched using the following terms:
Attitudes, skills, aptitudes and behaviours set

#1	attitude* (ft)
#2	skill* (ft)
#3	abilit* (ft)
#4	behaviour* (ft)
#5	behavior* (ft)
#6	encourage* (ft)
#7	supportive (ft)
#8	supporting (ft)
#9	empathy (ft)
#10	promote (ft)
#11	help* (ft)
#12	assist* (ft)
#13	facilitate (ft)
#14	value (ft)
#15	engage* (ft)
#16	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15

The output from this set was searched using the following terms:
Training and support for above behaviours set

#1	training (ft)
#2	support* (ft)
#3	competen* (ft)
#4	regist* (ft)

#5 counselling (ft)
#6 assess* (ft)
#7 #1 or #2 or #3 or #4 or #5 or #6

The output from this set was searched using the following terms:
Quantitative, correlate set

#1 quantitative (ft)
#2 correlate* (ft)
#3 effective* (ft)
#4 statistic* (ft)
#5 cohort* (ft)
#6 percentage (ft)
#7 significant difference (ft)
#8 #1 or #2 or #3 or #4 or #5 or #6 or #7

The output from this set was used to answer the question on the contribution of carers and birth families, and interventions to support them.

Emotional/behavioural health priority

Population terms EndNote library above was searched using the following terms:
Emotional/behavioural health set

#1 children's centre* (ft)
#2 family centre* (ft)
#3 confiden* (ft)
#4 esteem (ft)
#5 grie* (ft)
#6 happy (ft)
#7 happiness (ft)
#8 emotion* (ft)
#9 self control (ft)
#10 mental* (ft)
#11 qaly (ft)
#12 quality of life (ft)
#13 resilen* (ft)
#14 respect (ft)
#15 wellbeing (ft)
#16 antisocial (ft)
#17 anxi* (ft)
#18 attach* (ft)
#19 behav* (ft)
#20 bereav* (ft)
#21 bully* (ft)
#22 conduct (ft)
#23 cortisol (ft)
#24 depress* (ft)
#25 hyperactiv* (ft)
#26 relationship* (ft)
#27 risk taking (ft)
#28 self harm (ft)
#29 stress (ft)
#30 suicide (ft)
#31 personality disorder* (ft)
#32 ADHD (ft)
#33 buddy (ft)
#34 mentor* (ft)
#35 counsellor* (ft)
#36 psych* (ft)
#37 advoca* (ft)
#38 therap* (ft)
#39 support worker* (ft)
#40 key worker* (ft)
#41 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20# or #21 or #22 or #23 or #24 or #25 or #26 or #27 or #28 or #29 or #30 or #31 or #32 or #33 or #34 or #35 or #36 or #37 or #38 or #39 or #40

The output from this set was searched using the following terms:
Positive emotional and behavioural health set

#1 confiden* (ft)
#2 esteem (ft)

#6 happy (ft)
#7 happiness (ft)
#9 self control (ft)
#11 qaly (ft)
#12 quality of life (ft)
#13 resilen* (ft)
#14 respect (ft)
#15 wellbeing (ft)
#16 feeling good (ft)
#17 feel good (ft)
#18 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17

The output from this set was searched using the following terms:
Views set

#1 opinion* (ft)
#2 view* (ft)
#3 feedback (ft)
#4 listen* (ft)
#5 voice* (ft)
#6 #1 or #2 or #3 or #4 or #5

This output was used to answer the question on LACYP's views on emotional and behavioural health

The emotional/behavioural health set was searched using the following terms:
Emotional/behavioural health policy and interventions set

#1 advoca* (ft)
#2 mentor* (ft)
#3 counsell* (ft)
#4 therap* (ft)
#5 dedicated (ft)
#6 specialist (ft)
#7 policy (ft)
#8 legislation (ft)
#9 green paper (ft)
#10 white paper (ft)
#11 Every Child Matters (ft)
#12 Children's Act
#13 secure attachment (ft)
#14 Healthy Care (ft)
#15 mental health professional* (ft)
#19 camhs (ft)
#20 achievement ceremon* (ft)
#21 guidance (ft)
#22 educational psychologist* (ft)
#23 psychiatrist* (ft)
#24 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20 or #21 or #22 or #23

The output from this set was searched using the following terms:
Acceptability, accessibility and effectiveness set

#1 acceptab* (ft)
#2 accessib* (ft)
#3 satisfaction (ft)
#4 service uptake (ft)
#5 service use (ft)
#6 engage* (ft)
#7 involv* (ft)
#8 participat* (ft)
#9 effective* (ft)
#10 What works (ft)
#11 outcomes (ft)
#12 evaluat* (ft)
#13 making a difference (ft)
#14 success* (ft)
#15 improvement (ft)
#16 implementation (ft)
#17 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16

This output was used to answer the question on the accessibility, acceptability and effectiveness of policies, services and interventions.

The emotional/behavioural health set was searched using the following terms:
Foster, residential and kinship carers and birth families set

#1	carer* (ft)
#2	worker* (ft)
#3	assistant* (ft)
#4	guardian* (ft)
#5	family (ft)
#6	mother* (ft)
#7	father* (ft)
#8	parent* (ft)
#9	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8

The output from this set was searched using the following terms:
Attitudes, skills, aptitudes and behaviours set

#1	attitude* (ft)
#2	skill* (ft)
#3	abilit* (ft)
#4	behaviour* (ft)
#5	behavior* (ft)
#6	encourage* (ft)
#7	supportive (ft)
#8	supporting (ft)
#9	empathy (ft)
#10	promote (ft)
#11	help* (ft)
#12	assist* (ft)
#13	facilitate (ft)
#14	value (ft)
#15	engage* (ft)
#16	bond (ft)
#17	sympath* (ft)
#18	warmth (ft)
#19	love (ft)
#20	belonging (ft)
#21	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20

The output from this set was searched using the following terms:
Training and support for above behaviours set

#1	training (ft)
#2	support* (ft)
#3	competen* (ft)
#4	regist* (ft)
#5	counselling (ft)
#6	assess* (ft)
#7	#1 or #2 or #3 or #4 or #5 or #6

The output from this set was searched using the following terms:
Quantitative, correlate set

#1	quantitative (ft)
#2	correlate* (ft)
#3	effective* (ft)
#4	statistic* (ft)
#5	cohort* (ft)
#6	percentage (ft)
#7	significant difference (ft)
#8	#1 or #2 or #3 or #4 or #5 or #6 or #7

This output was used to answer the question on the contribution of carers and birth families, and interventions to support them.

Safe, settled accommodation priority

Population terms EndNote library above was searched using the following terms:
Accommodation set

#1	accommodation (ft)	#8	independent living (ft)
#2	housing (ft)	#9	floating support (ft)
#3	homeless* (ft)	#10	tenan* (ft)
#4	flat* (ft)	#11	B&B (ft)
#5	bedsit* (ft)	#12	bed and breakfast (ft)
#6	lodging* (ft)	#13	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12
#7	hostel* (ft)		

The output from this set was searched using the following terms:
Safe, settled set

#1	safe* (ft)	#4	permanen* (ft)
#2	settled (ft)	#5	#1 or #2 or #3 or #4
#3	secur* (ft)		

The output from this set was searched using the following terms:
Views set

#1	opinion* (ft)	#4	listen* (ft)
#2	view* (ft)	#5	voice* (ft)
#3	feedback (ft)	#6	#1 or #2 or #3 or #4 or #5

This output was used to answer the question on LACYP's views on emotional and behavioural health

The accommodation set was searched using the following terms:
Not in settled accommodation set

#1	unsafe (ft)	#7	lost (ft)
#2	unsettled (ft)	#8	rough sleep* (ft)
#3	temporary (ft)	#9	on the street* (ft)
#4	homeless* (ft)	#10	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9
#5	out of touch (ft)		
#6	not in contact (ft)		

This output was used to answer the question on those not in suitable accommodation by age 19.

The accommodation set was searched using the following terms:
Accommodation policy and interventions set

#1	floating support (ft)	#3	housing service* (ft)
#2	housing support (ft)	#4	housing officer* (ft)

#5 benefit* (ft)
#6 credit* (ft)
#7 grant* (ft)
#8 fund* (ft)
#9 dedicated
#10 specialist* (ft)
#11 policy
#12 legislation
#13 green paper (ft)
#14 white paper (ft)
#15 Children (Leaving Care) Act (ft)
#16 affordable (ft)
#17 low cost (ft)
#18 guidance (ft)
#19 joint working (ft)
#20 Homelessness Act (ft)
#21 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16 or #17 or #18 or #19 or #20

The output from this set was searched using the following terms:
Acceptability, accessibility and effectiveness set

#1 acceptab* (ft)
#2 accessib* (ft)
#3 satisfaction (ft)
#4 service uptake (ft)
#5 service use (ft)
#6 engage* (ft)
#7 involv* (ft)
#8 participat* (ft)
#9 effective* (ft)
#10 What works (ft)
#11 outcomes (ft)
#12 evaluat* (ft)
#13 making a difference (ft)
#14 success* (ft)
#15 improvement (ft)
#16 implementation (ft)
#17 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12 or #13 or #14 or #15 or #16

This output was used to answer the question on the accessibility, acceptability and effectiveness of policies, services and interventions

The emotional/behavioural health set was searched using the following terms:
Foster, residential and kinship carers and birth families

#1 carer* (ft)
#2 worker* (ft)
#3 assistant* (ft)
#4 guardian* (ft)
#5 family (ft)
#6 mother* (ft)
#7 father* (ft)
#8 parent* (ft)
#9 #1 or #2 or #3 or #4 or #5 or #6 or #7 or #8

The output from this set was searched using the following terms:
Attitudes, skills, aptitudes and behaviours set

#1 attitude* (ft)
#2 skill* (ft)
#3 abilit* (ft)
#4 behaviour* (ft)
#5 behavior* (ft)
#6 encourage* (ft)
#7 supportive (ft)
#8 supporting (ft)
#9 empathy (ft)
#10 promote (ft)
#11 help* (ft)
#12 assist* (ft)
#13 facilitate (ft)
#14 value (ft)
#15 engage* (ft)
#16 financ* (ft)
#17 fund* (ft)

#18	#1 or #2 or #3 or #4 or #5 or #6 or #7 or #8 or #9 or #10 or #11 or #12	or #13 or #14 or #15 or #16 or #17

The output from this set was searched using the following terms:
Training and support for above behaviours set

#1	training (ft)	#5	counselling (ft)
#2	support* (ft)	#6	assess* (ft)
#3	competen* (ft)	#7	#1 or #2 or #3 or #4 or #5 or #6
#4	regist* (ft)		

The output from this set was searched using the following terms:
Quantitative, correlate set

#1	quantitative (ft)	#6	percentage (ft)
#2	correlate* (ft)	#7	significant difference (ft)
#3	effective* (ft)	#8	#1 or #2 or #3 or #4 or #5 or #6 or #7
#4	statistic* (ft)		
#5	cohort* (ft)		

This output was used to answer the question on the contribution of carers and birth families, and interventions to support them.

For all priorities

Literature suggestions from Theme Advisory Group and other experts
These were incorporated into the pool of references that were screened.

Policy, government agencies, academic and third sector websites
The following websites were browsed and searched for each priority, and relevant documents incorporated in the screening EndNote libraries. These websites included government departments and agencies, academic centres and third-sector organisations.

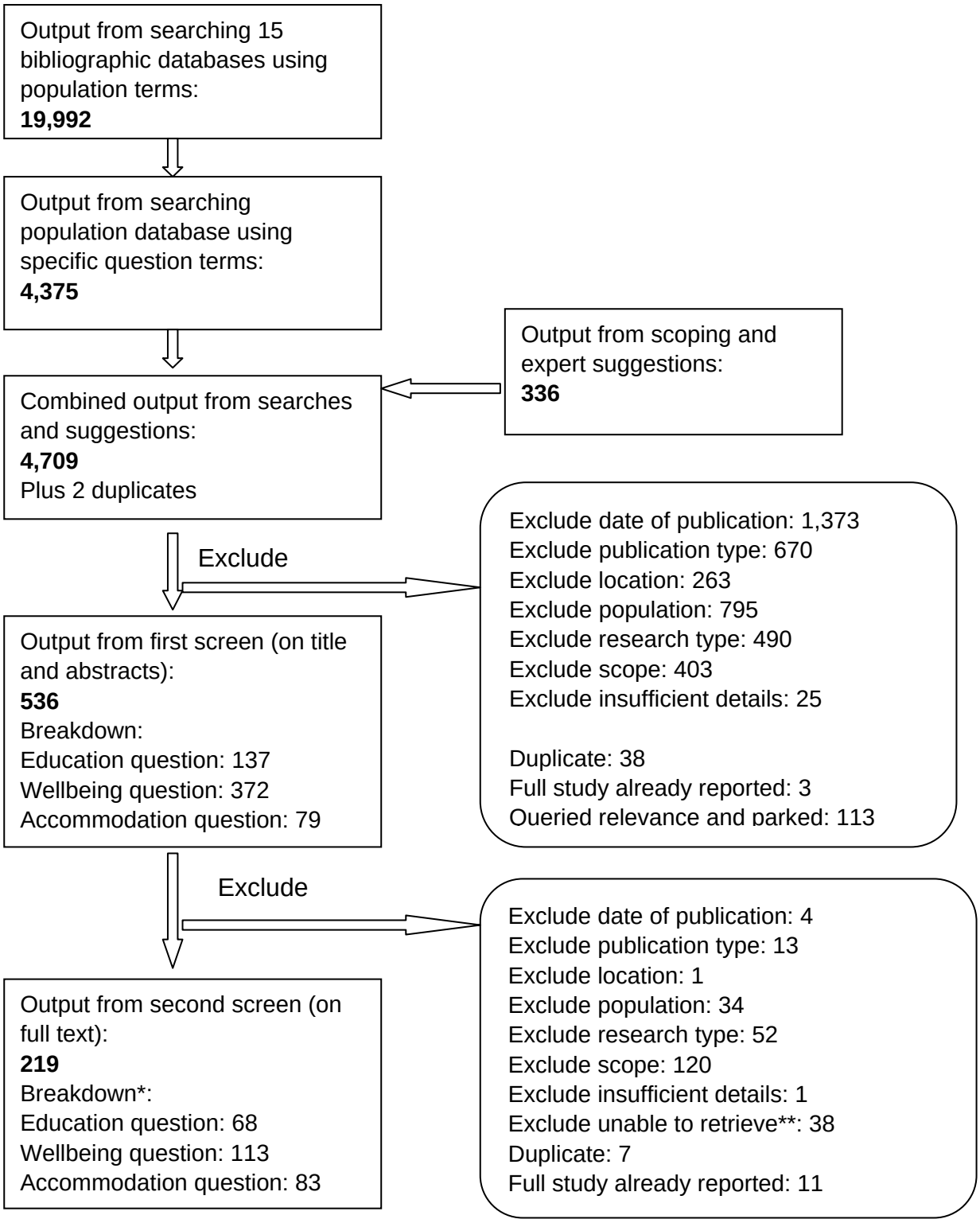
Output figures were not compiled for each website because this work was carried out during background preparation for this project.

Organisation	URL
4 Nations Child Policy Network	www.childpolicy.org.uk/
A National Voice	www.anationalvoice.org/
Barnardo‘s	www.barnardos.org.uk/
British Association for Adoption & Fostering	www.baaf.org.uk/
Care Services Improvement Partnership Knowledge Community	http://kc.csip.org.uk/
Caspari Foundation	www.caspari.org.uk/
Centre for Policy Studies	www.cps.org.uk/
Connexions Direct	www.connexions-direct.com/

DEMOS	www.demos.co.uk/
Department for Children, Schools and Families	www.dcsf.gov.uk/
Department of Health	www.dh.gov.uk/en/index.htm
Evidence Network	www.kcl.ac.uk/schools/sspp/interdisciplinary/evidence
Government Social Research	www.gsr.gov.uk/
Howard League for Penal Reform	www.howardleague.org/
Intute	www.intute.ac.uk/
INVOLVE	www.invo.org.uk/
Institute for Public Policy Research	www.ippr.org.uk/
Joseph Rowntree Foundation	www.jrf.org.uk/
Kings' Fund	www.kingsfund.org.uk/
Local Government Analysis and Research	www.lga.gov.uk/lga/core/page.do?pageId=1036233
Mental Health Foundation	www.mentalhealth.org.uk/
Nacro	www.nacro.org.uk/
National Centre for Excellence in Residential Child Care	www.ncb.org.uk/Page.asp?sve=934
National Centre for Social Research (NATCEN)	www.natcen.ac.uk/
National Children's Bureau	www.ncb.org.uk/Page.asp
National Library for Health	www.library.nhs.uk/
Office for National Statistics	www.statistics.gov.uk/default.asp
NCVCCO (Children England)	www.ncvcco.org/
National Foundation for Educational Research	www.nfer.ac.uk/index.cfm
National Youth Agency	www.nya.org.uk/
Northern Ireland Commissioner for Children and Young People	www.niccy.org/
Personal Social Services Research Unit	www.pssru.ac.uk/
Prison Reform Trust	www.prisonreformtrust.org.uk/
Promising Practices Network	www.promisingpractices.net/
Research in Practice	www.rip.org.uk/
Restorative Justice Consortium	www.restorativejustice.org.uk/
Rethink	www.rethink.org/
What Works for Children	www.whatworksforchildren.org.uk/
York Systematic Reviews in Social Policy and Social Care	www.york.ac.uk/inst/chp/srspsc/index.htm
Young Minds	www.youngminds.org.uk/

Figure 4. Literature flow chart

Note: removal of duplicate references took place throughout; referral between priorities took place at second screening.



Notes:
* includes material that could not be obtained at all, as well as records that could not be obtained in time for this piece of work.
** includes referrals from other priorities

Table 12. Coding tool – vulnerable children keywording guideline

Section A:

A.1 On reading full text, is this paper now excluded? *(Date, publication type, location, population not LACs, research type, doesn't address scope questions)*	A.1.1 No A.1.2 Yes (add reason for exclusion) *(add reason for exclusion)*
A.2 Research question relevance *Code all priorities that apply.* *Code for sub-questions (all that apply) also as far as possible.*	A.2.1 Relevant 3.1 Improving educational outcomes A.2.2 Relevant 3.1.1 LACYP's views A.2.3 Relevant 3.1.2 Services/interventions (effectiveness, acceptable, accessible) A.2.4 Relevant 3.1.3 Attitudes and skills of carers and families A.2.5 Relevant 3.2 Emotional/behavioural health A.2.6 Relevant 3.2.1 LACYP's views A.2.7 Relevant 3.2.2 Services/interventions (effectiveness, acceptable, accessible) A.2.8 Relevant 3.2.3 Attitudes and skills of carers and families A.2.9 Relevant 3.3 Care leavers in settled safe accommodation A.2.10 Relevant 3.3.1 LACYP's views A.2.11 Relevant 3.3.2 Services/interventions (effectiveness, acceptable, accessible) A.2.12 Relevant 3.3.3 Attitudes and skills of carers and families A.2.13 Relevant 3.3.4 What is known about those not in SSA at 19? A.2.14 Concept, theory or policy paper (important background)
A.3 Country *(Tick all that apply)*	A.3.1 UK A.3.2 Ireland

	A.3.3 Canada A.3.4 USA A.3.5 Australia or New Zealand A.3.6 Not specified
A.4 Study type *(Tick one)*	A.4.1 Systematic review *(QA of papers and transparent methodology)* A.4.2 Empirical experimental study with comparison/control *(controlled trials, before/after designs, matched/waiting list control)* A.4.3 Empirical non-experimental study *(includes qualitative studies of the views of people who use services, their carers and supporters, case studies, survey reports, testing of assessment tools, surveys and cohort studies)* A.4.4 Review article *(expert, consensus, literature: NOT systematic or unbiased)* A.4.5 Background critical account of policy, concepts, definitions, models A.4.6 Inadequate information A.4.7 Other *(specify)*
A.5 Main methods *(Tick all that apply)*	A.5.1 Not research *(opinion, policy, etc.)* A.5.2 Survey A.5.3 Interviews and focus groups A.5.4 Observation A.5.5 Ethnographic study A.5.6 Secondary analysis A.5.7 Controlled trial *(+/- randomisation)* A.5.8 Case study/case studies A.5.9 Literature review A.5.10 Inadequate information

	A.5.11 Other *(specify)*
A.6 Intervention setting *(tick all that apply)* *NOTES:* *1. Primarily this is where intervention is delivered, or with/to whom, though if that's not important, may relate to who delivers (for example, housing workers).* *2. This data is important to accessibility and acceptability of interventions.* *3. If study evaluates different care settings, such as family versus residential placement, that is the intervention.*	A.6.1 No intervention in study A.6.2 Foster care placement A.6.3 Residential care A.6.4 Secure settings A.6.5 Relatives/friends (kinship) placement A.6.6 Birth family A.6.7 School or school-related service A.6.8 Healthcare settings A.6.9 Children's or youth centres A.6.10 Housing services or floating support A.6.11 Unspecified A.6.12 Other *(specify)*
A.7 Study population *(tick all that apply)*	A.7.1 LACYP *(specify age range if given)* A.7.2 Male LACYP only A.7.3 Female LACYP only A.7.4 Disabled LACs or those with LTCs *(incl. with Learning Difficulties and SENs)* A.7.5 Care leavers A.7.6 LACYP of BME background *(incl. travellers, Irish, any ethnic minority)* A.7.7 Unaccompanied asylum seekers in care A.7.8 LAC in secure accommodation *(incl. YOI, psychiatric* A.7.9 Sibling groups of LACYP A.7.10 Birth families A.7.11 Family and relatives of LACYP A.7.12 Frontline paid carers *(foster, kinship carers, residential workers)* A.7.13 Other health, social care and

	housing staff *(not covered in above, managers, for example)* A.7.14 Other *(specify)*
A.8 Identify as key item in relation to one of the topics? *Is this one of the 10–20 most relevant items for the vulnerable children theme?* *Complete the following, all that apply*	A.8.1 NO: Definitely not a key item *(scores nil)* A.8.2 YES: Suggest a reason if you wish A.8.3 Key item for 3.1 Educational outcomes *(enter all that apply)* A.8.4 Key item for 3.2 Emotional health and wellbeing *(enter all that apply)* A.8.5 Key item for 3.3. Accommodation *(enter all that apply)*
A.9 Cross-cutting issues	A.9.1 Child poverty A.9.2 Safeguarding children *(Government definition: The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.)*

Appendix 3: Additional tables

Table 14. North American independent living programmes (ILPs) and UK leaving care services

North American ILPs	UK leaving care services
Courtney *et al* 2001 Courtney and Dworsky 2006 Collins 2001 Collins 2004 Donkoh *et al* 2006 Freundlich and Avery 2006 Freundlich *et al* 2007 Georgiades 2005b Georgiades 2005a Giffords *et al* 2007 Goyette 2007 Kerman *et al* 2004 Lemon *et al* 2005 Naccarato and DeLorenzo 2008 Rashid 2004 Reilly 2003 Stein and Munro 2008 Tweddle 2007 Pecora *et al* 2006	A National Voice n.d. Allen 2003 Barn *et al* 2005 Biehal *et al* 2000 Broad 2003 Broad 2005 Broad 2008 Cameron *et al* 2007 Centrepoint 2006 Chase *et al* 2008 Dixon 2008 Hai and Williams 2004 Harris and Broad 2005 Joseph Rowntree Foundation 2005 Lewis 2006 Mann 2005 McBriar *et al* 2001 McCrea 2008 Morris 2002 National Foster Care Association 2000 Rainer 2007 Stanley 2001 Stein 2004 Stein 2006 Stein and Munro 2008 Vernon 2000 York Consulting Ltd 2007 Wade and Dixon 2006 Wheal and Matthews 2007 Youth Justice Board 2007

Table 15. Studies of LACYP's views that address accommodation

A National Voice, n.d. Allen 2003 Barn *et al* 2005 Biehal *et al* 2000 Calder and Cope 2003 Cameron *et al* 2007 Centrepoint 2006 Harris and Broad 2005 Joseph Rowntree Foundation 2005 Lewis 2006 Mann 2005 Morgan 2006 Morris 2002	National Foster Care Association 2000 National Leaving Care Advisory Service n.d. Rainer 2007 Priestley *et al* 2003 Stein 2004 Stein 2005a Vernon 2000 Wade 2008 Wade and Dixon 2006 York Consulting Ltd 2007 Youth Justice Board 2007

Table 16. Studies of LACYP on preparing for independent living

A National Voice n.d. Barn *et al* 2005 Biehal *et al* 2000 Centrepoint 2006 Harris and Broad 2005 Joseph Rowntree Foundation 2005 Morgan 2006 Morris 2002	National Foster Care Association 2000 Priestley *et al* 2003 Rainer 2007 Stanley 2001 Stein 2004 Vernon 2000 Wade and Dixon 2006

Table 17. Studies of LACYP's views on isolation, loneliness and health

Isolation and loneliness	Health
A National Voice n.d. Centrepoint 2006 Morris 2002 Wade 2008 Priestley *et al* 2003 Stanley 2001 Morgan 2006 Rainer 2007 Chase *et al* 2008	Dixon and *et al* 2004 – 2008 Cameron *et al* 2007 Chase *et al* 2008 Priestley et al 2003 Lewis 2006 Rainer 2007 Stanley 2001 Stein 2004 Morgan 2006 Wade and Dixon 2006

Table 18. Studies of LACYP's views on money worries, eviction and homelessness

Money worries	Eviction and homelessness
A National Voice n.d. Harris and Broad 2005 Morgan 2006 National Foster Care Association 2000 Stanley 2001 Stein 2004 Stein 2005b Vernon 2000	A National Voice not given Barn et al 2005 Biehal et al 2000 Morgan 2006 Priestley et al 2003 Rainer 2007 Youth Justice Board 2007

Table 19. Studies of LACYP's views on education and employment

Allen 2003 A National Voice 2007 Barn et al 2005 Cameron et al 2007 Cashmore et al 2007 Jackson et al 2003 Jackson et al 2005 Jackson and Sachdev 2001 Morris 2002 Mallon 2005	McAuley 2005 Merdinger et al 2005 National Foster Care Association, 2000 Ridge and Millar 2000 Priestley et al 2003 Stanley 2001 Stein 2004 Wade and Dixon 2006 Vernon 2000

Table 20. LACYP's views on carer givers and birth family involvement

Care givers	Birth family involvement
National Foster Care Association 2000 Wade 2008	Morris 2002 National Foster Care Association 2000 Priestley et al 2003 Stein 2004 Wade 2008

Table 21. Interventions to support skills of carers and birth families

Foster carers and residential workers	Kinship carers	Birth families
Barn et al 2005 Broad 2008) Centrepoint 2006 Collins 2001 Courtney and Dworsky 2006 Courtney et al 2001 McCrea 2008 Schofield 2002 Social Exclusion Unit 2002 Stein 2004 Stein 2005a	Barn et al 2005 Broad et al 2001 Iglehart (ed) 2004	Stein 2004 Wade 2008

Table 22. Not in suitable accommodation by UK and North America literature

UK	North American
Barn et al 2005 Biehal et al 2000 Centrepoint 2006 Morgan 2006 Quilgars et al 2008 Rainer 2007 Social Exclusion Unit 2002 Simon 2008 Stanley 2001 Stein 2005b Simon 2008 Vernon 2000 Vasillou and Ryrie 2006 Youth Justice Board 2007	Choca et al 2004 Clatts et al 2005 Collins 2001 Courtney and Dworsky 2006 Courtney et al 2001 Georgiades 2005a Giffords et al 2007 Kushel et al 2007 Naccarato 2005 Park et al 2004 Pecora et al 2006 Reilly 2003 Slesnick and Meade 2001 Tweddle 2007 Rashid 2004

MAY 2009

Increasing the number of care leavers in ‘settled, safe accommodation’

This scoping study assesses the nature and extent of the evidence base in relation to improving educational outcomes for looked-after children. Its prime purpose is to establish the key review questions and search parameters for later review work, assess the nature and strength of the evidence base and provide an initial overview of trends in the literature.

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