



ISLE LISTEN

Because Minds Matter

Pilot Year Service Evaluation - Sept 19 to Jul 20
Short Report

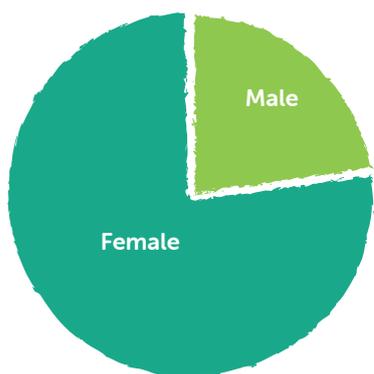
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Pilot Year Service Evaluation - September 2019 to July 2020

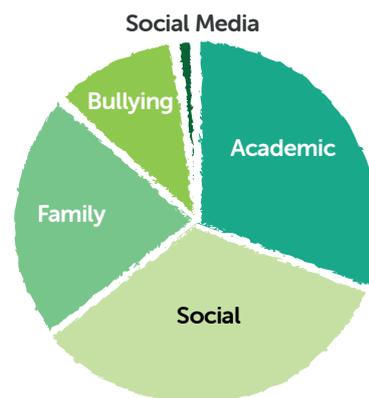
Early Intervention

115 students were seen across the two pilot schools (King William’s College and Queen Elizabeth II High School) and at The Centre, for a total of 644 sessions. The mean number of sessions per service user was 5.6. All service users were seen within 10 days of referral. From the available data, 74.6% of service users showed improved resilience and 81.6% showed improved wellbeing. 88.5% of service users who gave feedback said support was effective and worthwhile. This shows Isle Listen is an effective early intervention initiative. Breakdown of service user gender, school year and reason for referral can be seen below. Supervision requirements exceeded those set by the accrediting body.

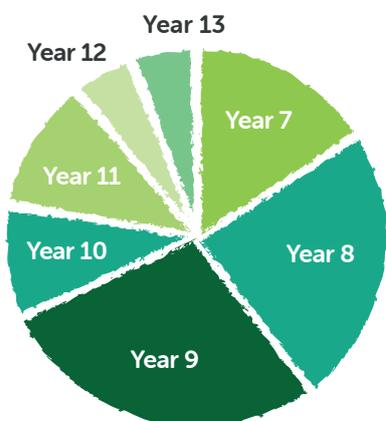
Gender



Reason for referral



School year





Prevention

Isle Listen provided assemblies, workshops and PSHE lessons to approximately 2700 students across the Isle of Man. Staff training was provided to approximately 50 staff at King William's College, and resources were given to schools to support students during the Covid-19 pandemic and the summer holidays. Resilience sampling also exceeded targets set in the service specification.

Conclusions and Recommendations

Based upon the data presented in this evaluation, it has been demonstrated that Isle Listen is a successful early intervention and prevention initiative for young people's mental wellbeing. Given the clear need for this provision, and the success of the pilot year, Isle Listen should continue the work it is undertaking in this field and develop its service through the review of this evaluation. Recommendations for the continuation of Isle Listen are detailed below:

1. Maintain a good service standard by reviewing and implementing new KPIs.
2. Increase the collection of a minimum data set, with investigation of alternative measures.
3. Discuss more appropriate referral categories.
4. Continue to assess resilience in school populations, to examine change over time and association with mental wellbeing.
5. Continue evaluation of the service, with particular interest in service user perspectives.
6. Work with statutory services and other organisations to form a comprehensive stepped care model for children and young people.
7. Expand across secondary schools, and into primary schools, especially with relation to the psychoeducation component.

