



## What is the process ?

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Professionals, support people and clients may Call 03 353 0257 or contact Stop online via our contact form, to have a confidential discussion with a trained professional who can offer guidance and information about the next steps. If Stop is identified as the right service, the most appropriate intervention option will be recommended :

#### • Brief Intervention

If a child's sexualised behaviour is not considered concerning enough to warrant a full assessment, a brief intervention may be offered. Our brief interventions consist of offering support to the adults around a child, such as whānau members, school or professionals. The aim of these sessions are to equip the adults in a child's life with the skills and confidence to respond effectively to a child's sexualised behaviours, to add in appropriate boundaries and share resources.

#### • Intervention

If a child's sexualised behaviour is assessed as concerning or harmful and Stop is identified as the appropriate service, a referral will be completed. Once received, tamaiti (child) and their whānau are placed on our waitlist, and an estimated timeframe is provided for when a clinician will be allocated to conduct an assessment (this assessment period typically takes up to 10 weeks). During this time, regular phone check-ins and support are offered to ensure continued guidance and connection.

Following the assessment, if intervention is recommended, it is carefully tailored to the individual needs of each tamaiti and may range in duration from three months to over a year

#### Initial discussion

A safe, confidential conversation to provide guidance and clarify the process

#### Referral

If Stop is the right service, referral forms are to be complete, including all relevant information. Referral forms are required to be consented to and signed by the parent / guardian.

#### Confirmation

A safe, confidential conversation to provide guidance and clarify the process

#### Waitlist

An estimated timeframe before assessment takes place will be communicated. While tamaiti are on the waitlist, we recognize that this waiting period can be a time of uncertainty and angst for whānau and parents. We encourage them to stay connected, reach out for support and

*“I think this service is awesome, I am so grateful for your support.”*



### Assessment process

The assessment is a structured process of gathering information to understand the tamaiti's needs and determine the most appropriate interventions. The full process, from the intake meeting to completion of the report, typically takes up to 10 weeks

- **Step 1: Intake meeting**

The process begins with an initial meeting with the key adults in a tamaiti's life, where you will get to know your clinician, we will introduce the service, answer any questions, and explain the next steps. During this session, relevant consents and paperwork are completed.

- **Step 2: Assessment Appointments**

Following several sessions – "to get to know your child" - are held with tamaiti, whānau and guardians. These may also include approved support people, professionals, schools or relevant agencies who can contribute to a full understanding of the situation

- **Step 3: Report & Recommendations**

A report is compiled summarising the assessment findings and outlining recommended interventions. This report is reviewed with the whānau, and a discussion is had about what information is useful for the referring agency to know.

### Intervention

The duration and structure of the intervention will depend on the individual need of the whānau and tamaiti. Interventions usually include weekly sessions with the whānau and tamaiti and may include further school, home visits, professional and support service liaison. Family therapy options may be available. Intervention may range from 3 months to a year.

### Completion

At the end of the intervention, we hold a celebration session to acknowledge the hard work that a tamaiti has done during their time at Stop. A final intervention report is prepared for internal review purposes, and a discussion is had with a child's whānau as to whether this is useful for the referring agent to have a copy

***"Empowering tamariki  
and whānau to move  
forward together  
safely"***

