Social Support Interventions in Child Welfare Services

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DESCRIPTION

In the transition to adulthood, adolescents often rely on people in their circle for support. Participating in a circle and having access to support are correlated with stability, resilience, completion of education, integration into working life, and domestic stability. The events in a young person's life that result in their involvement with child welfare services frequently cause disruptions in the social contexts that might ordinarily involve social support, including stable family-based networks, connections to schools and recreational opportunities, and relationships with peers.

As a result, assistance is either unavailable or dissimilar from that given to young people in the broader community. When compared to those who have not received assistance from child welfare agencies, care leavers have a smaller network and do not receive as much social, emotional, practical, educational, and/or financial support during their transition to adulthood.

Social support and social networks according to theories of social support, people connect with one another and exchange different kinds of support and assistance. Thus, a "wide variety of social contacts that have positive emotional or behavioral impacts on the recipient" might be considered social support. The qualitative aspect of a network's connections, such as contentment or enough support, is thus discussed in theories of social support. A social network is a source of social support, thus both perspectives will still be complimentary because the network's structures, such as its size and population, will influence the kind of support it can provide. Traditional definitions of social support include emotional, instrumental, informational, and evaluation components of assistance.

Framework scoping reviews attempt to explain what the literature contains and what is known about a concept by mapping the current literature in a specific region. This distinguishes scoping reviews apart from systematic reviews, which main objective is to provide answers to very specific, very concentrated questions about cause and effect. This approach was selected because, to the authors' knowledge, no scoping review on the topic has been done, and because the amount of research on how child welfare services help to build or enhance the networks of support for young people in care is unpredictable and difficult to predict. The suggested five step scoping review methodology was employed as both a model and a framework for the review. The procedure involved formulating the research questions, choosing the studies based on their applicability, charting the publications' key information, and reporting the results.

Formal mentoring and skills training in three of the studies, mentorship interventions and skill development are combined. With this approach, the young people are connected to a mentor who works to develop and impart the social, interpersonal, and networking skills they will need as adults. The interventions in this category take a holistic approach, emphasising relationship-building and skill development as part of enhancing young people's ability to successfully navigate adulthood. They may not only focus on mentoring or the development of social skills.

Explain a Life Skills Training programme (LST) whose objective is to impart social and life skills to foster adolescents. Youth attend twice-weekly three-hour classes at a community college for five weeks. The curriculum emphasises computer skills, social skills, daily living skills, survival skills, choices and consequences, and education. The study assesses the LST program's effectiveness and contrasts it with standard service in terms of how social support changes over time.

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