

Reboot UK

Resources to support people in homelessness services
improve their digital skills

Let's end homelessness together

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Introduction

In 2016, Homeless Link was funded by the Good Things foundation to work with Cathedral Archer Project and Evolve Housing + Support to develop digital inclusion approaches with people using homelessness services (both accommodation and day provision) as part of Reboot UK. This resource pack draws together their learning and resources, with the aim of helping other services to deliver activities effectively to people experiencing homelessness.

Digital inclusion in homelessness services

An overview from Cathedral Archer Project

People using homelessness services experience high levels of social exclusion. Often living in poverty, with support issues including physical and mental ill health, addiction, social isolation and unemployment, their progress to greater independence depends on accessing services that are not designed for complex lives. The move towards 'digital by default' in public services has increased the risk of exclusion. Services such as Universal Jobmatch, benefit claims and choice-based lettings for social housing all assume a level of digital confidence and skills that people often have not had the opportunity to develop.

The challenge, and opportunity, for service providers is to find engaging ways of developing digital skills and confidence, while also taking into account the impact on people's motivation of homelessness and its related support needs. There are huge benefits to be gained, both in terms of the practical advantages of being able to use online services, and the improvements to well-being that come from learning a skill, following a passion or joining a community – all outcomes seen in Reboot UK.

First steps

Job search is the most common online activity that people using homelessness services need to complete, using the Universal Jobmatch website. Although the site is not user friendly, it is a first step to getting digitally engaged and is an opportunity to develop rapport, with consistent weekly support. The key is to move from an activity that someone has to do online, to finding something that they want to do online.

Digital skills should always be considered in relation to wider benefits, such as improved physical/mental health and social skills, and attention paid to any unintended outcomes. For example, Cathedral Archer Project (CAP) noticed that some clients were developing online skills but were increasingly isolated in the process – focusing on screens had resulted in less meaningful social interactions with other people in the service. CAP responded by making digital skills a more social experience, encouraging people to share what they were experiencing with others around them so that they were connecting to people around them in the communal space, as well as online.

Interests should be nurtured, with staff and volunteers looking out for different motivations in each person. For example, helping people find recipes so that their food goes further; reconnecting with friends and family; finding websites about their passion or hobby; learning a new skill; or virtual visits to other towns and countries.

Creativity and personalisation

CAP found that delivering activities branded as 'digital skills' didn't engage many people. Instead, they used Film Club (via Open Cinema) and Code Club. Film Club allowed them to engage their clients in discussions about favourite films and how special effects are created, in order to relate it back to the skills they had been

learning. Code Club allowed clients to engage with something that was bit more advanced and to be more creative when using a computer.

Personalised approaches are the best way to engage the diverse group of people using homelessness services. Throughout Reboot UK, delivery partners found that they needed to vary their activities in order to reach a wider group of people. For some, the creative and group elements of Open Cinema worked really well, whereas others preferred the one to one support offered by a peer mentor taking them through focused tasks.

Classroom-style groups are less popular, although there is a happy medium in bringing together a group who can talk and support each other, without expecting them all to work on the same activity. This promotes social interaction and knowledge sharing, while also accommodating different abilities, for example in literacy and English for speakers of other languages. Asking a group to complete the same task creates embarrassment for people who struggle with particular skills or are new to using a computer, who may feel they are being compared unfavourably to others in the group. Aim for a supportive group atmosphere with plenty of individual tailoring around pace and difficulty.

Engagement and motivation

Due to the unsettled lives of people experiencing homelessness, consistent attendance may be an issue. In a day centre like CAP it is possible for a client to engage for a while and then move on to something else as their circumstances change, or to be absent for several weeks at a time. The service need to offer the right content to the right person to allow for these intermittent periods of engagement. Each individual session has to be tailored to give them the tools and knowledge they need to progress, with the skills and abilities they want to gain. No session should be a barrage of unnecessary information as this may lead to a reduction in attendance and retention. The smallest stone needs to make the biggest splash.

When planning sessions with clients, it's important to understand what motivates them – people will easily lose interest if they feel their time is being wasted. Time with each client is usually limited, so look for ways to create a sense of accomplishment when tasks are completed, as this improves client retention. Time spent online has to feel rewarding enough for people to recognise how far they've progressed, especially with people starting with little or no digital skills. Getting online can be a daunting prospect, but breaking activities into small steps that can be celebrated along the way helps people to see their progress and avoid feeling too overwhelmed to continue.

A small and clear starting point goes a long way to helping someone improve their digital skills. It provides an achievable goal from which they can branch out to other areas. Gaining confidence with a search engine like Google can lead on to searching for people on Facebook, something that at first seems difficult but, with reference to that initial skill, beings to feel familiar. This process of finding and understanding the similarity between activities, and where to apply those skills, leads people to become more confident and, eventually, digitally independent.

Digital independence should be the end goal for every client. As people become more relaxed using computers in communal spaces, this creates a welcoming atmosphere for less skilled and more introverted people. Achieving this atmosphere with a small group of people at first can motivate the more vulnerable and hard to reach clients to engage with digital as part of a supportive community.

Delivering Reboot UK

Experience from Evolve Housing + Support

The Reboot UK model at Evolve used three routes to digital engagement in homelessness services: peer mentors, digital skills training and working with partners.

1. Peer Mentors

At Evolve, peer mentors received training on:

- Understanding the role of a peer mentor
- Professional boundaries, data protection and confidentiality

They gained benefits from participating through developing transferable skills and their volunteer experience, improving their CVs and increasing employability.

Peer mentors play a variety of roles:

- Digital Inclusion Champions, promoting opportunities to peers.
- Act as Teaching Assistants, supporting external trainers or the work and learning team in the delivery of workshops.
- Provide 1-1 support to customers working on Learn My Way modules or other learning resources.
- Volunteer for Open Cinema events in promoting to peers, setting up rooms with IT, visual and audio equipment, coordinating events, facilitating post screening discussions and interviewing guest speakers
- Work alongside the work and learning team in developing new lesson plans in music production and photography

2. Digital skills training

- Become a UK On Line Centre by registering [here](#)
- Refurbished second hand IT equipment available from [Computer Aid](#)
- Design lessons that cater to the needs and level of the people you support by accessing resources on [ICT Skills Workshop](#)
- Peer Mentors complete 'Become a Digital Champion' module on [Learn My Way](#)
- Allow for a flexible drop in environment where, some people may need just a bit of support with CV writing, job search or better off in work calculation, while others will benefit from regular sessions and teaching
- Where possible establish a joint working partnership with a local training provider that offers outreach services, as this means that delivery does not solely rely on you and customers are introduced to external opportunities. Evolve partnered with Crisis Skylight.
- Young People will benefit from Digital Skills for Work available on [Barclays Lifeskills](#) where you can register your centre and access resources and lesson plans.

3. Partnerships

- [Crisis Skylight](#): co-delivered IT classes at Evolve in partnership with the work and learning team
- [Open Cinema](#): Evolve participatory community cinema where customers can learn from industry experts and their peers

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- [Accumul8](#): a photography course where customers can learn digital photography, Photoshop and graphic design skills
- [Brit Community Programme](#): a community initiative by the Brit School where customers learn radio production skills.

The impact of Reboot UK

The Reboot UK project has had a lasting impact on the way Evolve engages with customers and delivers digital skills training. Since the end of the pilot project in June 2016, the Digital Inclusion Coordinator has continued developing the digital skills strand of the work and learning team. Together with a volunteer who started as a peer mentor, they have developed entry level music production and entry level photography workshops. Evolve continues to recruit digital skills volunteers who want to work with their customers as well as continuing to build external partnerships that offer progression routes.

Good practice

- Assess learners' employability, wellbeing and IT skills at the start and during engagement to measure the impact of your Reboot project
- Plan your lessons
- Design a Peer Mentor role description – you might need more than one
- Design a Peer Mentor agreement and expectations
- Network and build partnerships that offer progression routes

Overcome low engagement by using different communication tools to promote your activities: face to face, phone/text, social media, posters and flyers.

Recognise that your Peer Mentors may have support needs that could impact their ability to be involved. Ensure that they are supported with regular debriefs and that they have other support network you can liaise with (e.g. a support worker).

Lack of wifi can be disruptive, so purchase a wifi dongle that you can top up with data for emergencies.

Sometimes equipment fails, so check rooms and equipment before you start delivery and carry a back-up hard copy interactive activity in case the technology doesn't work!

Peer mentoring: A practical guide

Recruitment

At the start of the Reboot project, Cathedral Archer Project (CAP) recruited clients who were reaching the end of their developmental journey at the day centre, as a way of honing their skills for future opportunities, such as employment. To be a peer mentor, people had to have an understanding of IT and also be calm, understanding, respectful, reliable and able to receive constructive feedback to support their personal development.

The first set of peer mentors was handpicked following one-to-one discussions going over the details of the project. These people were already involved with volunteering at CAP and well known in the service, so they could easily engage with other people to ensure a successful launch for Reboot.

As the project developed, CAP used word of mouth to promote peer mentoring opportunities to people wanting more involvement or responsibility within the centre, as well as to those people actively participating in Reboot activities. Posters were also used to advertise the position.

Brainstorming groups were set up as an opportunity for clients of CAP to express their interest in participating in activities, joining Reboot as a mentor and as a forum to discuss how to improve the project.

Delivery – practical considerations

CAP budgeted for 20 hours at minimum wage, and this budget was shared between the peer mentors on a weekly basis. Payment for mentoring was optional, as for some it was an incentive but for others a deterrent due to the negative effect it would have on their benefits. The hours were first come, first served, which allowed the peer mentors to have flexibility with their work and avoid the stresses of having a quota. A rota was used to share the responsibilities of providing and setting up a computer-based group each week.

Posters advertising peer mentoring were displayed around the computer area to make people aware of the help available. There weren't any set times, as the support provided was drop-in, drop-out and could be accessed at any time. If anyone wanted a more private session they could book a time with the peer mentors to use a laptop in a room or other space away from the main group of clients.

There was no set number of clients per peer mentor. Each mentor was encouraged to work with as many clients as they felt comfortable with, which could range from one client a week to five, depending on their workload and confidence levels.

Sessions in CAP's lounge were drop-in, giving on-the-spot help to the clients when needed. These sessions were all one-to-one. CAP's education room was used for group work, such as The Works (job search) and Code Club. 'Flipped classroom' was used here, encouraging participants to prepare the room themselves to create a sense of ownership. The dynamic environment this creates prompts the clients to discuss what happened in the previous session, which can also be used to identify which clients need some extra support to catch up with the rest of the group.

The education room was also used as a quiet space for one-to-one sessions for clients who wanted to do something important with as little distractions as possible.

Delivery methods

The peer mentors use a number of methods to engage people:

1. At first, they engage clients by discussing digital skills with them and finding out if they have interests that can be explored and nurtured digitally.
2. Social media – CAP can support clients to share the information they learn with each other using an easily accessible platform. Fun activities can also be set up alongside in order to teach people how to easily search for information on the internet by doing something as simple as ranking tweets made by their favourite celebrities/artists or searching for the strangest thing they could find on eBay. This is a great tool to use as it requires very little motivation to implement.
3. Gamification – this approach had great success with clients of all ages and abilities as it can be used to teach general computer skills and to gauge skill levels by the way of games and simple internet quizzes.
4. Independent learning can be implemented by way of handout, as many clients like to have tasks to do outside of scheduled sessions in order to occupy their free time and to continue their development. This also should be the end goal for all clients as it promotes continued digital skills development.

Developing peer support

An informal approach to recruiting peer mentors generated interest from CAP's main client group. Although they didn't formally recruit peer mentors from the Reboot client group during the project, informal peer support was developed throughout the project. Once a topic was covered by one client, such as how to use YouTube, when another client asked to cover the same topic staff would suggest that they talk to the previous client for support, and this developed informal peer mentors.

CAP found that informal peer mentors were more likely to help out than not in response to requests, which meant Reboot has had a long-lasting effect with clients and, in time, has led to Reboot methods becoming embedded and continuing after initial funding finished.

Ongoing support to peer mentors

The CAP Reboot Coordinator (or other relevant members of staff) delivered one to one support sessions for peer mentors as and when needed, to ensure that mentors felt as supported as possible. The general support given involved supervision, personal development, practical support, emotional support and on the job support.

Project supervision by the Coordinator was a constant and ongoing process throughout Reboot. This ensured they identified any issues arising within the project, and worked quickly with the peer mentors in order as to deliver a better service.

Peer mentors' progress is reviewed and tracked in order to provide positive feedback and to identify areas of personal development, allowing the peer mentors to recognise what skills could be improved as well as celebrating successes.

Practical support is important. With people of varying abilities being recruited to the role, some peer mentors required more help than others to reach a standard level of digital skills. Practical support also allowed peer mentors to keep their knowledge up to date with new developments on devices/programmes.

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Some peer mentors may also need emotional support when dealing with certain stressors and with difficult clients. The peer mentors will be working with some clients who have traumatic personal histories – these clients might want to talk about what they have experienced, and peer mentors need to understand professional boundaries, how to signpost people to appropriate support, how to deal with disclosure and how to get support themselves when they hear about trauma. Some peer mentors won't have experience of receiving feedback and will need support to work through criticism.

On the job support is effective. Many peer mentors learn best by physically doing a given task, but might not feel confident enough working with clients, so they might benefit from someone co-delivering or shadowing a few sessions. This allows the peer mentor to develop their interpersonal and digital skills alongside the confidence to perform their role with the knowledge that there's always help available when needed.

Outside of the one-to-one sessions CAP held group meetings once a week to allow the peer mentors time to discuss what help they needed and how to improve delivery of Reboot. This was also a great space for the peer mentors to talk about what challenges they faced with certain clients and to share ideas to better engage them.

Session plan 1: Using email

Content

With the help of a peer mentor, the client will be able to understand how to create an email account, how to identify what kind of email they have and how to access it and how to send/receive mail. They will be able to check and clean their inbox and understand why this is important.

Objectives

1. To begin to recognise the importance of having an email
2. To begin to identify the different icons and to know their uses
3. To build their own personal and appropriate email address.

Materials needed

- Computer with internet access
- Email print out (if needed)

Introduction

In a quiet area discuss the needs and uses of an email account, and agree what kind of email will be created within the session (preferably Outlook, as the calendar is useful for keeping track of the client's appointments). Ask if the client has any previous knowledge of using/creating an email account in order to assess their level of skill.

Development of lesson

Go through the 'create an account' page and encourage the client to do it themselves as giving them control of personal data increases a feeling of safety while online.

When creating an account name discuss appropriate and inappropriate email addresses, and work towards creating a safe and memorable account name. Asking consent to keep a note of the password may also be useful for future sessions, for example until someone has gained confidence about choosing, remembering and changing their password.

When setting the language ensure the client chooses one that they are comfortable with (as it may not be English) and select the correct time zone (there are a lot to choose from so ensure the correct one is selected).

Once the inbox is created, go through how to write a new email and send it to the email account that was just created.

Now that there is an email in the inbox go through how to open the message and then how to delete it.

Adaptations

For someone who is struggling with this task it might help to provide a print-out of how to use email and how to access it. The print-outs should also be given to anyone that requires/asks for them. If they still struggle after this, introduce them to a tutorial video on YouTube to provide some clarity (in some cases this should be in a different language).

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Assessment

Ask the client to log out of their account and to close the browser, and then ask them to log back into their account with minimum guidance. It is useful to repeat this to ensure the client is confident to access and open the account on their own.

Closure

Ask again if the client knows how to access their email and let them know that if they need any more assistance it is available, and that they can go through this session again if the need arises.

Lesson extensions

At the end of the session, ask the client to play with their email in their own time to get used to it. Also now that the email is set up it will allow the client to access other sites such as Facebook or Indeed (for job search).

Session plan 2: Job search and CV writing

Content

This session will support the client to create a CV and to gain confidence using different job search sites. They will be able to access Word and to download CV templates with the knowledge to edit them correctly to the needs required of it. They will also be able to identify the total number of jobs they have to apply for each week and the best and fastest way to achieve their targets.

Objectives

1. To identify the easiest way to achieve the weekly Job Seeker's Allowance (JSA) targets agreed with their Jobcentre work coach
2. To build on CV templates
3. To discuss job searching techniques with other people

Materials needed

- Computer with internet access
- CV template
- Print-out list of useful job sites
- Active email account

Introduction

Before starting, discuss with the client which benefits they are claiming, as this will inform you how intensive their job search should be. For example, people on Universal Credit will have to search for 35 hours a week but many people will be on JSA (if they don't qualify for ESA) and will have to average around 8 to 10 job applications a week unless specified by their work coach, which could mean it is significantly higher. Also check if the client has any previous job search accounts and discuss their uses where applicable.

Development of lesson

Check if the client has already set up a Universal Jobmatch account. If not, set one up, ensuring the Government Gateway Code is noted down and filed correctly.

Once the account is set up, use Google to search for CV templates (the ones from Monster are particularly helpful). Once downloaded, take them through how to access the Downloads file and then how to open files. When the CV template is opened you can go through how to edit the document. As all the sections are all ready to be filled in with clear headings, the client should feel confident enough to fill it in themselves. Once the CV is completed, go through how to save the document with an appropriate name.

Once the CV is saved, it can also be sent to their email account by sending an email to themselves with the CV attached and then saving it to the Archive folder. This keep the client's personal details secure with easy access.

After completing and saving the CV it is now possible to upload it to Universal Jobmatch (ensure the CV is made public so that their allocated work coach can see it). Also at this point it's possible to create accounts on other job sites, Indeed is great to use as once the CV is uploaded it's one click per job application, which makes reaching targets so much easier (more often than not targets can be reached in a single session which leaves the rest of the week open to more interesting activities). Also, each job applied will send a confirmation

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email so that the client has proof if they are questioned by the Jobcentre. Remember to update the client's activity log on Universal Jobmatch after applying for jobs on different sites as a record for their next appointment with a work coach.

Adaptations

If any clients are struggling with job searches it's a good idea to start up a job search club in a setting that allows the clients to face each other as to encourage discussion. This will promote the sharing of useful tips and motivation among clients and so provide a calming atmosphere to a stressful and often worrying activity. There is a lot of information given with this session, so print-outs to read between sessions might also be beneficial.

Assessment

It is always best to discuss with the client how to record log-in details and job applications correctly. This session covers a lot of information, so information retention may be low and require multiple small recaps on how to complete this task.

Closure

When closing down this long session (it takes about an hour), remind them that the other people in the service in similar situations will be more than happy to discuss the easiest ways to complete job applications. Ensure that the client is happy enough to complete the job search task on their own. After this session the client shouldn't need too much input, but let them know that a peer mentor shouldn't be far away if they need assistance.

Learning extensions

By covering how to save and download the CV templates the client learns (or is at least aware of) how to access computer documents and how to open saved files. While someone wouldn't be expected to pick this up but fully, it at least provides a base to build on during a later session.

Session plan 3: Facebook

Content

This session supports the client to create their own Facebook page backed with knowledge about how to use it confidently and safely. It will also cover the use of personal data on public online platforms as a background on internet safety.

Objectives

1. To identify the uses of Facebook
2. To discuss the positives and negatives of using a public online platform
3. To acknowledge what is and isn't appropriate material to share online

Materials needed

- Computer with internet access
- Active email account
- Facebook print-out (if needed)

Introduction

At the start of the session, discuss why they want to use Facebook so that you can shape the session to benefit the client as much as possible. Inform them of the uses of the platform to spark their interest in a range of areas so that they get the most from the session. Also use this discussion as an informal assessment of their capacity to recognise and avoid risks online, as using Facebook could pose risks for vulnerable adults.

Development of lesson

Check that the client has access to their own email and ask them to fill in their details to create an account. Remember control of personal data will help the client to feel more safe and confident with using the site. Encourage the client to go into their email to activate their account.

After the account is set up, it would be best to go straight to their page and to upload a photo to identify themselves before starting to search for friends. From there you can go through updating their status and uploading general photos. This is the perfect time to discuss what is appropriate and sensible to upload. As you'll be working with vulnerable people, ensuring they know what and what not to post on Facebook, and consider who is viewing their content, is valuable for reducing the risk that it might cause problems in future.

Take them through searching and sending friend requests. While adding friends you can also suggest 'liking' pages relating to their personal interests as this will make their news feed more interesting, making it easier to engage with, until the news feed starts to fill up with updates from their friends.

Once they have some Facebook friends it's a good opportunity to go over how to use Facebook Messenger.

With the basics covered, and if the client is interested, it's time to go over how to access the Facebook Apps page and how to use them. You should discuss what 'freemium' means and how to avoid pay-walls as this may upset some of the more vulnerable clients.

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Adaptations

Most clients would prefer to perform this task individually, as they want to concentrate on it without any distractions, but there will be some who prefer a group setting as they benefit from visually watching other clients using the site. Some may also require a print-out to help retain information between sessions.

Assessment

After taking the client through of how to upload photos, see if they can download an image from Google (this step may require some support if not covered previously) and create a new status update with minimal input, as this shows you and the client how much information was retained from the session. This should be followed by a discussion of what is appropriate to include in status updates, encouraging the client to lead this discussion so they can come to their own conclusions.

Closure

Once the task is completed, ensure that the client is happy using the site and that they are confident enough to 'police' themselves and know what not to include in their posts to reduce the risk of negative repercussions. Facebook is a great platform for the clients to reconnect with friends and family but it's really important for them to recognise the potential hazards so that it's not easily abused.

Lesson extensions

To develop more extensive engagement with social media, this knowledge of Facebook can be allied to using other sites like Twitter and LinkedIn (where appropriate). Also if the client is willing, having the experience of their own Facebook wall might spark interest in starting their own web page.

Case studies

Names have been changed

Michael

Before the start of the Reboot project, Michael had no previous experiences with using a computer. His initial interest for engaging with the content began with him wanting to know how to create a business plan in order to run a pub. This involved multiple session plans on using Microsoft Office (Word and Excel) along with internet research in order to create the business plan.

This was all rather advanced in relation to the other clients, especially for someone who had no prior knowledge of using the internet. Information retention was very limited as the content was complicated, and Michael's deteriorating mental health was taking its toll on his short term memory, leading him to simply forget some sessions altogether. Michael was receiving mental health support through the proper channels, and was good at keeping to his appointments, but the main issue was how to deliver the content he wanted in a format that worked for him and that he could remember.

This was achieved by simplifying the sessions and including easily repeatable tasks geared towards the goals Michael wanted to achieve. Print-outs of each session meant he could continue his learning outside of the project and to perform the tasks independently. After some exercises Michael was pretty clued up as to what he needed to do fill out his business plan and at that point the sessions could become more client led, and Michael found those sessions more memorable.

What really helped Michael were the session print-outs and encouragement towards independent learning. Having tasks to perform by himself significantly aided his learning and, even when his attendance became inconsistent, it ensured that he came back for support or for more print-outs when needed.

Nathan

After engaging with Reboot to learn how to use YouTube and Facebook, Nathan wanted help with using his smartphone. He wanted to know how to download games and how to use it to access the internet. As he was street homeless at the time he wanted this to provide an escape and to occupy his time more productively.

Not long after this, he moved into temporary accommodation and so some of his benefits had to go towards paying rent. This led to him trading in his phone whenever he felt he was getting short on money and then getting a new phone when he got paid.

After a while the process of trading in a phone and then getting a new one became a sort of routine. This meant that sessions based on smartphone skills would have to be repeated from the start every so often, which led to him making very little progress on his own.

What helped with Nathan was less specialised content (i.e. not iOS or Android), with more general knowledge that he could apply himself from his own conclusions on app stores like Google Play and iTunes. Also getting Nathan to write down what he had learned from each session really helped him to familiarise himself to a new phone quickly. This also had the effect of allowing Nathan to be more comfortable with the phone he has and so he wasn't as quick to trade it in. He has started trading his phone far less frequently and it has become more of a last resort solution.

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It was difficult to engage Nathan meaningfully with money management as he didn't find it very interesting, however what did interest Nathan were computer games. We found a money management game that piqued his interest and, without him even realising, he was learning to manage his money by the way of building a castle (it's worth mentioning that the game was educational and had real life applications!)

John

At the start of his engagement with Reboot, John only wanted to focus on his job search as that was all he knew how to do online. Due to being on JSA, John had to apply for a set number of jobs each week but this, combined with his mental health issues and anxiety, only led to him spending every second of his spare time job searching. He did this to calm himself as he often became extremely stressed about being given a sanction. It was clear to staff and volunteers that, in this state, John was unfit for work and should have been claiming ESA, but that would mean ending his JSA claim, which again played on his anxiety.

Getting John to think about going on ESA, or even doing something other than job searches, led to disagreement and even some aggression. The main task with planning his sessions was to try to give him the confidence to have some recreational time, but he kept rejecting everything we tried. So we were stuck in a loop and continued his job search, limiting his contact time as he didn't require that much skills assistance but did like having company.

Over several weeks we managed to build a rapport with John, and he often told us about what music he likes to listen to. We asked him to show us his favourite music and, with pride, he did. At first he needed help with using YouTube, but after a while he got the basics and was able to access whatever he wanted. After some time of getting John to show us what he liked, we managed to get him to agree to engage in recreational session for every time he wanted help with his job search. In these recreational sessions we covered more general digital skills and found that this significantly improved his mental health and helped to calm his anxieties.

Useful resources

CV Templates

www.monster.co.uk/career-advice/article/monster-cv-template

Microsoft Excel Guide

www.keynotesupport.com/excel-basics/excel-for-beginners-guide.shtml

Microsoft Windows Guide (not including 10)

www.keynotesupport.com/excel-basics/excel-for-beginners-guide.shtml

Photoshop Guide

<https://helpx.adobe.com/uk/photoshop/tutorials.html>

Code Club

www.codeclub.org.uk/

YouTube Video Editor

www.iskysoft.com/video-editing/youtube-video-editor-tutorial.html

Facebook print-out

www.queenslibrary.org/sites/default/files/Social_Media/Facebook%20Tutorial.pdf

Universal Jobmatch print-out:

<https://www.valeofglamorgan.gov.uk/Documents/Living/Social%20Care/Disability/Adult-Autism-Advice-Employment/Print-List---Session-3---Job-Search/HOW-TO-USE-UNIVERSAL-JOBMATCH.pdf>

ESA Points guide

<https://www.sense.org.uk/content/esa-descriptors-determine-whether-you-have-limited-capability-work>

UK Benefits

<https://www.gov.uk/browse/benefits>



What we do

Homeless Link is the national membership charity for organisations working directly with people who become homeless or live with multiple and complex support needs. We work to improve services and campaign for policy change that will help end homelessness.

Let's end homelessness together

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