



# **WrightLink**

PERFORMANCE SUPPORT,  
TRAINING & RESEARCH

*Children's Services, Youth Justice,  
Criminal Justice, Community Safety*

## **Case Formulation: Theory into Practice**

### ***2-Day Practice Support Workshop Information***

**2023**  
(Version 1.0)

## 1.0 Introduction

Case formulation is a dynamic and collaborative framework of understanding, to help bridge the gap that commonly exists between the 'assessment' of an individual and the 'intervention(s)' delivered to address target/problem behaviour.

Whilst standardised assessments of individuals who present with complex needs may help to identify key issues requiring intervention, this alone is far from sufficient for professionals and families to develop a holistic understanding of the child/young person; in particular, the psychological function(s) of behaviour to self/others.

Case formulation is rapidly becoming an approach used within youth justice and early help services, and within multi-disciplinary teams/multi-agency teams (MDT/MAT) working with problem behaviours in a variety of service settings (e.g., health and wellbeing, forensic, clinical, educational, occupational).

Case formulation is a 'psychologically informed' approach to utilising information and evidence obtained from assessments and professional observations to help develop a psychologically informed, evidence-based, developmentally sensitive hypothesis of the origin, development, and maintenance of problem behaviour in addition to any identified 'protective factors' which may help to further support and nurture resilience. In other words, case formulation is the 'how' – producing a narrative analysis on the development of the child/young person that may contribute towards the maintenance of problem behaviour.

The key benefits of case formulation include:

- The flexibility to be undertaken by individual professionals, with families, across tiers of service provision (step-up/step-down provision), and within MDT/MAT forums and meetings, to offer clear and consistent messages across the professional network surrounding the needs of the child/young person.
- Combining information, insights, and theory into a cohesive whole, which can increase empathy and reduce unhelpful labels and/or judgements being utilised amongst professionals and families.
- Acknowledging strengths of the child/young person and building hope and optimism for the future.
- Generating new insights, hypotheses and a 'shared understanding' between families and the professional network of the behaviour of concern, and the approaches required to support behaviour change.
- Helping to work towards a consistent and coordinated support plan, using the case formulation as the basis for all decisions surrounding the type and nature of intervention required.
- Helping to trigger and support systemic cultural change within teams, services, and organisations, by adopting a psychologically informed approach to service, design, delivery, and development, from early intervention to statutory (Court Ordered) intervention.

## 2.0 Support Package Overview

This support package has been designed to be delivered remotely via MS Teams over 2 days. The aim is to provide professionals with relevant psychological theory, research evidence, and practice-based skills support to undertake case formulations. This ensures practitioners produce robust, psychologically informed, developmentally sensitive hypotheses regarding the possible **origin, development, and maintenance** of problem behaviour.

Additional benefits of a forensic case formulation approach to practice, is that it helps to bridge the gap that currently exists between (risk) assessment and the development of individualised/tailored interventions to support the presenting needs of the young person, as well as also helping to inform risk management activity based upon the case formulation proposed.

This is achieved using real case study material to support professionals to develop their knowledge, skills, and practice surrounding case formulation and intervention planning in a safe and supportive learning environment. The package consists of the following psychological theories/explanations underpinning a developmental pathway towards problem behaviour:

- *Biopsychosocial model of personality development*
- *Child temperament theory*
- *Attachment theory*
- *Schema theory and Early Maladaptive Schema (EMS) development*
- *Neuropsychological theory*
- *Social learning theory*
- *Good Lives Model (GLM)*
- *Readiness to change frameworks surrounding personal change*

**Day 1** consists of providing an overview of several psychological theories/explanations, which are presented to participants in a highly accessible/user-friendly manner, which are then directly applied directly to real case study information; this enables participants to experience how to produce a psychologically informed analysis of the possible function(s) of problem behaviours in a structured and consistent manner.

**Day 2** consists of reflection and review of DAY 1 support, followed by the presentation of the remaining psychological theories/explanations. In addition, participants will also complete a group formulation using more complex case materials. Once the formulation has been provided, intervention-planning principles (i.e., outcomes, performance goals that are SMART) are considered in light of knowledge gained through theories presented during both days of the support, to help inform what may be effective to address those factors maintaining the problem behaviour.

### **Additional Information**

- Each participant will receive a PDF (Adobe Acrobat) support pack prior to the workshop event which contains all slides presented, additional information, handouts, and exercises.
- Participants who successfully complete the full support package will be awarded a certificate of attendance and contribution, and formal confirmation of CPD hours completed (e.g., HCPC registered practitioners) if requested.
- A summary report containing anonymised and aggregated 'participant evaluation feedback' will also be provided to the commissioner following delivery.

## 3.0 Biography

**Andi Myles-Wright** *CPsychol AFBPsS*

*Chartered Psychologist and Associate Fellow of the British Psychological Society*

*Teaching Fellow in Forensic Psychology & Criminology*

Andi has specialised in the provision of performance support, training/coaching, research/audit, and reflective/clinical supervision services in children's and young people's services since 2010.

His 25-year career history spans a wide range of settings and countries, including community-based services and secure residential settings for children and young people (Secure Children's Homes, Secure Training Centres, Her Majesty's Prison Service establishments, and Family Assessment Units).

In addition, Andi has delivered forensic consultancy support services in Australia, South Africa, Malaysia, and the UK, whilst also being experienced in conducting research, publishing book chapters, writing book reviews and international journal articles, and undertaking specialist teaching roles within both Further and Higher Educational settings since 1996.

In 2021 Andi was appointed as a part-time lecturer in psychological criminology at the University of Brighton; he has also undertaken the role of part-time module coordinator, pastoral care tutor, and senior teaching fellow in forensic psychology at the University of Portsmouth since 2018.

Andi has designed and delivered case formulation coaching courses and workshops to multi-agency teams supporting children and young people since 2012. His approach in this field has been evaluated by professionals nationally and has been recognised by many Youth Justice and Prevention/Early Help services as significantly improving the level of psychological knowledge and subsequent practice of professionals working with complex young people and families.

### **Andi's key areas of interest/research include:**

- Harmful sexual behaviour
- Aggression and violent behaviour
- Developmental psychopathology
- Desistance and personal change processes
- Attachment, trauma, and harm-related behaviour
- Practitioners' experiences of offender supervision
- Workforce development and organisational (systemic) change processes
- Qualitative research in forensic settings
- Whole service approaches to embedding team case formulation meetings
- Risk assessment and management strategies



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