

Appendix C

Early Intervention Grant Priority Area One Case Study Catholic Children's Society

Background

Mum is a loan parent raising 4 children - A 14 years; B 12 years; C 6 years and D 5 years. She is profoundly deaf and has some learning difficulties which specifically affect her ability to retain information. The initial reasons for referral to this organisation were:

She had difficulty with her emotional health and well being, and she felt isolated. She had difficulty managing her children's behaviour and she felt that her children's self esteem was poor. The initial request was that she would participate in a Triple P 1:1 parenting intervention but following discussions with her and other agencies involved it became obvious that this was not the most appropriate plan of action for her.

(Other agencies included Deaf Society SW; Children's Centre FSW (time limited due to youngest child's age); Young Carer's)

When CCS first became involved with the family the relationship between mum and A had broken down and A moved out of the family home to live with auntie. Mum found it difficult to juggle the needs of her children and suffered bouts of anxiety and low moods which had a knock on effect on her physical health.

The home environment was extremely chaotic with inconsistent rules and boundaries.

Approach

Following discussions with mum our initial Action plan focused on the following:

- Parenting strategies
- Routines and Boundaries
- Building and strengthening relationship with A
- Mum's emotional/physical well being

Due to mum's disabilities our approach to meeting these goals had to be specifically tailored to enable mum to achieve the level of success required to make the positive changes within her family.

Simple discussions did not have the desired affect as each goal had to be

backed up by a process and relate to actual events and experiences current within the family. We also found that mum found it easier to take the ideas on board if shown by example with Family Support Worker demonstrating in order to support the process.

Outcomes

The family home in general is much calmer with mum having the confidence to adopt a more consistent approach to parenting, including lots of praise and time in together.

Mum now has a healthy, stronger relationship with A who has now moved back into the family home and she has more realistic expectations of A and is able to be more empathic in relation to the changing needs of a teenager and their behaviour. There are also physical displays of affection between the two and they have created greater opportunities for quality time together within the family routines.

Mum is parenting more consistently and maintains routines and boundaries ensuring family time together are incorporated and she is much more able to recognise the different needs of each of her children and tries to provide opportunities to meet these needs. She is now involved in several groups and activities including a weekly walking group; weekly attendance at the gym and is also due to start a college course through Life Long Learning. She has also linked up with Community health team.

Mum is more communicative with school and feels more confident to approach staff if she has any concerns regarding the children's development. Mum 'moves in wider circles' and has developed lots of social experiences and strategies to enhance her independent living. Said, 'she had not done anything like it in her whole life'

Her children have shared how proud they are of their mum and have praised her for her achievements. A has also become involved in mum's fitness regime by going walking with her and motivating mum to increase speed, distance etc.

Priority Area 2 Short Breaks for Disabled Children

Case Study

Wirral Autistic Society

Background –

Young person was referred Wirral Autistic Society for the following reasons:

- had been experiencing significant difficulties in coming to terms with his diagnosis
- difficulty developing friendships.
- struggling with his own self esteem.
- This along with other issues had led to his exclusion from two schools over the past 6 months.

Approach

He was encouraged to attend the activity clubs provided through Wirral Autistic Society. This would provide a positive activity but could also support him to address the issues above. Being with other children with similar difficulties too could help him understand and come to terms with his diagnosis.

He needed support to settle him to the club this was provided by both his parents and Wirral Autistic Society staff, it was important to do it at an appropriate pace for the young person.

The activities he participates in he is able to choose but they also offer variety to encourage him to try some new things.

He is attending the club regularly.

Outcome

Evidence shows:

- He is using the clubs as a way of understanding his own difficulties
- His social skills are developing.
- He is developing skills to help him deal with frustration.
- He said that the clubs have helped him
- his parents have commented that, without the clubs he would have been totally isolated during his periods of exclusion from school. This isolation, they felt, would have been very distressing for the young person.

The young person is now back in school and things appear to go well. He still attends the club and is able to discuss any difficulties he may be having with staff and friends that are both understanding and supportive.

Appendix C

Early Intervention Grant Case Study

Priory Area 3 – Risk Taking Behaviour

Junior Youth Inclusion Project

Background

B was referred in to the Junior Youth Inclusion Programme from Challenge and Support in the Autumn of 2011. A year 7 pupil, he was referred in for the following reasons:

- Involvement in anti social behaviour in his community including fire setting and running into traffic at a busy roundabout.
- Negative peer group.
- Lack of positive male role models, no enduring relationship with father, poor relationship with step-father.
- low attachment to school. Poor behaviour at times leading to periods on report.

Approach

The intervention plan that was implemented by the JYIP focused on providing B with diversionary activities, based on good school attendance and behaviour in all settings (home, school, community), and one to one work in school continuing the work completed with Challenge and Support. The relationship with his keyworker was a critical point as we felt he would benefit from a good role model who supported him but was able to challenge him as well.

Activities: B is an active boy who already played for a local football team each week and he showed a great aptitude and enthusiasm for active pursuits with JYIP. He attended at least once per week, limiting his time with his negative peer group out in the community and building his self confidence each week.

During the school holidays (which had been a key flashpoint time for B) he also attended regularly, showing his reliability and ability to manage his own behaviour over full day activities and becoming a good role model for younger JYIP participants through his positive behaviour.

One to One: focused on choices and resilience with the keyworker encouraging B to look at past choices and recognise the pressure upon him when in with a negative peer group. We looked at practical strategies to use in different situations that had been problematic for him, in peer pressure situations and also at home when he was in confrontation with his step father.

Multi Agency: Fire service delivered an in school session to B and his peers in that school on fire setting and road safety.

Outcome – How had things changed?

Communication with school and home was weekly and early into the intervention B had to miss an odd week where his behaviour had been poor, showing consequences to his actions. This lessened over the six months that he was with us as he made sure he was able to come on activities by keeping his behaviour largely positive and on occasions when he was poorly behaved he was able to cool down quicker and extricate himself from a negative situation with less adverse consequences.

B himself enjoyed the opportunity to get involved with a youth group that gave him such a wide range of opportunities and felt that he had made some good choices about his negative peer group who he was spending hardly any time with.

There have been no further reports of anti social behaviour or fire setting in the community through the Respect Panel and he has not been on report in school for over four months.