

Appendix 6: Targeted Youth Support Case Studies

Case Study 1: completed by a Community Youth Worker

<p>Brief history or background to the case, including any specifically identified needs or desired outcomes</p>	<p>It was identified by the Key Worker from Action for Children that a young male was in need of intervention to improve his emotional well-being and social skills. The young boy was bullied in school, reported to have no friends, lacked the ability to socially interact with his peers and needed to control behaviour. The young boy seemed undernourished and has experienced several problems in the house. As part of the intervention it was deemed his involvement in positive activities away from the house and working one to one with a youth worker would have great benefits. It was envisaged through this work a rise in self esteem, confidence, an ability to interact, experience new opportunities and have fun would be achieved.</p> <p>I worked with TT over the summer holidays for two full days in successive weeks.</p> <p>The first session went extremely well and I took TT to the Big Pit mining museum. TT was a little unsure of who I was and why I was there at first but after introducing myself to him and telling him about the work I do he began to feel more relaxed. He soon opened up and we held many discussions about music, history and sport.</p> <p>The Big Pit Mining Museum was a big success. TT was excited about the prospect of going somewhere new and doing something productive with his time. TT enjoyed the experience and found it educational, cultural and interesting. His confidence rose through out the day which was shown by him asking many questions to the tour guide. TT seemed a very curious and inquisitive young lad.</p>
<p>The nature of the service of intervention delivered</p>	<p>I ended the session by introducing him to the Boys club run at Hinton Community Centre. At first he was slightly nervous but soon settled.</p> <p>The second session I took him bowling. This session also went well. We played a few games of bowling and discussed his leisure activities. It became apparent that he likes sport and would like to be actively involved in sporting and practical activities. We also discussed his diet and he informed me that he likes fruit so it was decided that after the bowling we would go to Tillington farm and pick some fruit. TT picked lots of fruit and we discussed the benefits of having a healthy diet and how important it is to have five a day. We also discussed recipes and how to cook veg. TT found this a rewarding experience and informed me he would like to revisit the farm.</p> <p>I believe through the short amount of time I worked with TT he found it to be beneficial. We built a positive relationship with each other and by providing opportunities to him he responded well and embraced them. The more time I spent with TT I noticed his confidence grow and he become more open in discussions.</p>
<p>The outcomes achieved – what has changed/improved?</p>	<p>TT now attends the boys group at Hinton regularly, he engages in the programme of activities and makes use of resources such as board games, computer consoles and sporting activities. I have also been informed he has made new friends, his confidence has grown, he often shares his opinions with others and contributes to group activities. TT's interaction levels have come on and he engages confidently with other members of the group.</p>

<p>What formal feedback (views and comments) have you received from Service User/s, Referrers or Partners?</p>	<p>Leon Mullett (Senior Youth Worker) “ I was on the phone to Simon Beal checking out the reports he had back about the EOC work you had recently carried out, and he wanted to say how superb he thought the work was, and what an excellent example of working constructively with our department.”</p>
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Case Study 2: completed by a Connexions Personal Adviser

<p>Brief history or background to the case, including any specifically identified needs or desired outcomes</p>	<p>L had not attended school regularly in year 9, and had become Home Educated after an unsuccessful attempt to get her into Fairfield (Sept 08). There had been attempted suicide attempts and a very fraught home life due to L's erratic behaviour. L was self-harming and had stopped taking ADHD medication because she thought she didn't need it at the end of Year 9. As a Connexion's Personal Adviser I was tracking L as a leaver from Whitecross and as somebody who I had flagged up as requiring further assistance after a brief interview in the summer of Year 9. L hadn't arrived at Fairfield, where Whitecross had thought she was going, and eventually I contacted the parents at home. After a Home visit it was obvious L needed further help, possibly medication, as she was drinking, smoking, using drugs, not sleeping or eating properly, still self harming and receiving very little education at home as the parents didn't feel qualified. Needs identified - healthy lifestyle, ongoing education, to be kept safe, to enjoy and achieve</p>
<p>The nature of the service of intervention delivered</p>	<p>A CAF assessment took place, by the Connexions Personal Adviser, during the Home Visit, where needs were identified in order to help the family and L move on. L was in danger of missing her education in Year 11 as well as the current Year 10. Furthermore L's self harming, lack of control and emotional and behavioural difficulties all implied that a reassessment of her medical state re ADHD was advisable in case medication needed to be prescribed. A single agency referral to Zig-Zag, as well as a TAC meeting needed to be arranged. Subsequent Review TAC meetings were attended by L, the parents and the EWO. A new referral to the Linden centre for an ADHD assessment was also made by the Connexions' PA , who was also the Lead Professional.</p>
<p>The outcomes achieved – what has changed/improved?</p>	<p>Outcomes achieved are that L is not using drugs, and is drinking and smoking considerably less. L feels her education may get back on track as it is being reviewed for Year 11 to start in new academic year. The referral to the Linden centre enabled them to assess L again and L is now ready to take her medication which should help her focus on her future and help her emotional well being.</p>

<p>The outcomes achieved – what has changed/improved?</p>	<p>L made friends with all of the other young men on the kayaking course and he sulked less often and for shorter periods of time as the weeks progressed. Sa and Sh were encouraged not to just give in to L's demands and their tendency to do this also reduced.</p> <p>All three children now attend the Youth Drop-in at Women @ No 14 on a weekly basis where they engage in the programme of activities and making use of resources such as board games, Wii and Karaoke. They have demonstrated an improvement in their ability to share resources and take turns with each other as well as interacting more confidently with other members of the group. Additionally they have brought other children and young people from their community who have raised issues around experiencing bullying, poor health and non attendance at school. Their older sister also expressed an interest in attending activities or even volunteering.</p>
<p>What formal feedback (views and comments) have you received from Service User/s, Referrers or Partners?</p>	<p>Simon Beale (Deputy Project Manager – Action for Children) "I do want to thank you and AP for your work, it has been great having you as part of the FIP EoC team and the skills that you have brought have definitely aided the young people/family over the last few weeks"</p>

Case Study 4: completed by a Community Youth Worker

<p>Brief history or background to the case, including any specifically identified needs or desired outcomes</p>	<p>Young person X causing problems outside youth work session on local estate. Mother complained that child was not understood, phoned Senior Youth Worker with complaint - told worker child had ODD/ADHD family was new to area, moved from city had lots of problems stemming from previous domestic violence. Older siblings with inherent issues. Worker agreed to meet with parent investigate complaint and see what help was required as alarm bells were ringing a cry for help to assist parent and son in understanding his behaviour and engage specialist help at an early stage.</p>
<p>The nature of the service of intervention delivered</p>	<p>Youth worker decided that a CAF would be appropriate as the additional needs were more than a one session open youth work session could provide. She involved CAF implementation worker to assist and witness home visit meeting. Initial meeting explained about CAF and mother agreed one was wanted. Registered child. Next meeting to do assessment. Needs identified as child needing to understand his behaviour and become less introverted. Attendance at school only part-time wanted this to increase to full-time. Services agreed to involve were CAMHS and School. Child was present, interested although not actively involved. Youth worker sent letter /assessment invite to agencies to CAFTAC meeting. CAMHS unable to attend but due to CAF assessment agreed to offer parent their assessment/service - all positive, also discovered there had been a gap as child's name had changed. Also offering counselling. School accepted invite and use of school for venue but were adamant they did not want lead professional role.</p>

<p>The outcomes achieved – what has changed/improved?</p> <p>What formal feedback (views and comments) have you received from Service User/s, Referrers or Partners?</p>	<p>Meanwhile family moved to another area of Hereford (outside Senior Youth worker's geographical area) - many things settled down for the family with this move.</p> <p>CAFTAC positive meeting child, mother, personal tutor at school, and youth worker. Counselling sorted out at school and agreed for summer holidays and continuation at new secondary school. School timetable sorted. Mother feeling more in control and relieved to have additional help. Mother wanted to sign off CAF with understanding that she could reopen it at any time.</p> <p>Initial Team around the Child Meeting Evaluation score by parent and child. Overall score of 4 out of 5. Parent scored 5 for feeling included in process. Child scored 5 for thinking things had got better for him.</p>
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