

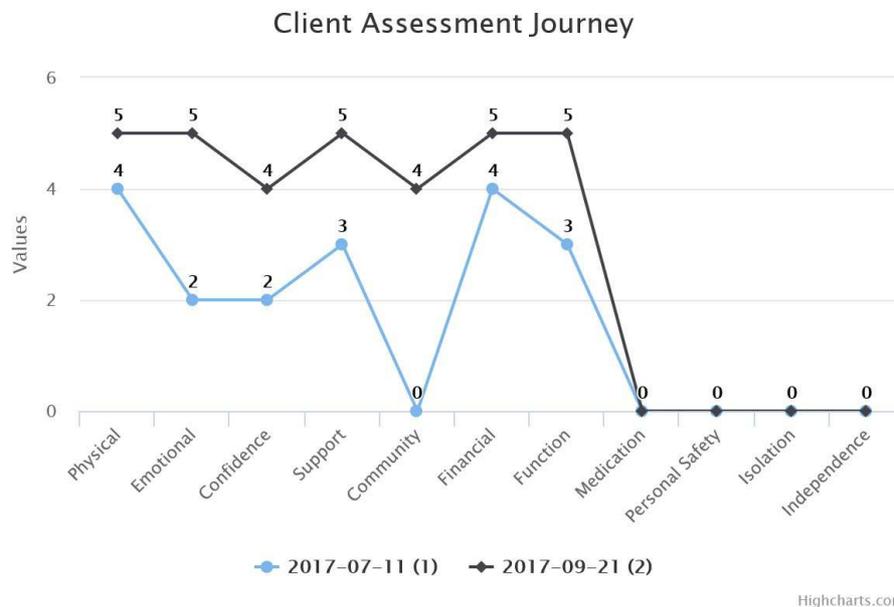
Youth in Mind Case Studies



Individual Assessment Case Studies incl. video testimonial:

Video testimonials will be shared with the committee.

YP1 individual assessments:



NB:

- **0 = Things could not be any worse, 10 = things could not be any better.**

YP1 reflects in her assessment scores above that she struggled with most aspects of her life scoring below average (5, 'things are okay/ balanced') for all applicable. YP1 highlights that she really struggled with community engagement, getting involved in groups/ activities and social things that were going on around her scoring a **0** 'the worse things can be'. YP1 also reports that she struggled with her emotional health/ expressing how she feels and her confidence and self- esteem scoring a **2** 'very low'.

The Buddy worker informs us that YP1 was experiencing issues involving, isolation, anxiety, anger, low self-esteem and confidence. She had not attended school for 18 months due to her issues triggered by on-going incidents of bullying both in school and through social media. She did not leave the house without mum, and had not socialised with peers for over 12 months.

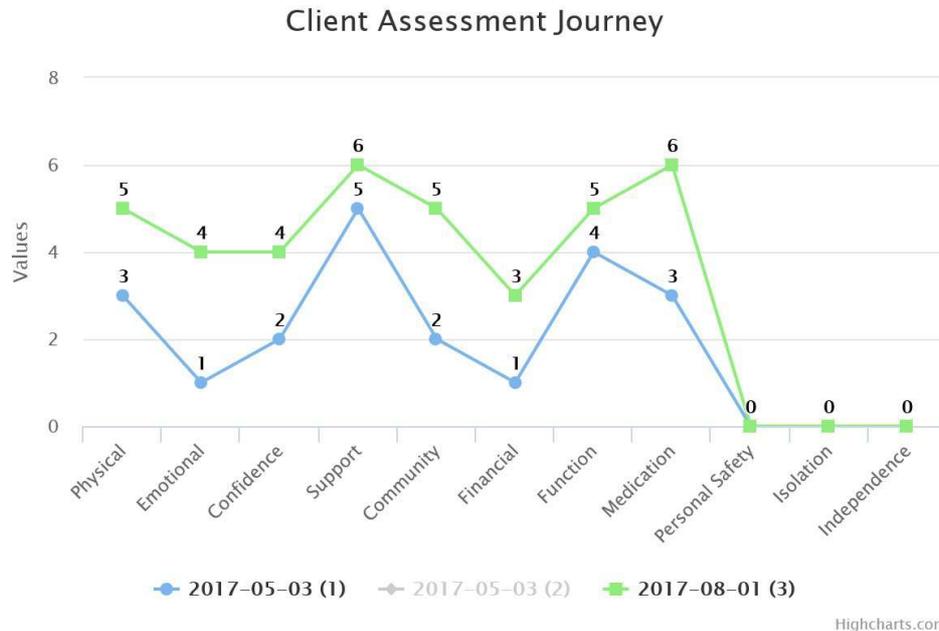
During her involvement with the Youth in Mind approach YP1 now reports that her community involvement has improved by **40% (to 4)**, Her emotional and mental health has improved by **30% to 5** where she feels 'okay/ balanced'. Her confidence has improved by **20% to (4)** just under 'okay', with her reaching a level where things feel 'okay' regarding her other aspects of life – Financial, Ability to Function, Support Networks and Physical Health.

Due to her growth in Confidence, Emotional Wellbeing and feelings of being supported, this young person has identified her ability and wish to engage in her community more, she volunteers for peer mentoring, youth council and having her voice heard. She is now a regular attendee of the local youth provision and has been referred and awaiting a WRAP peer support group.

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YP3 individual assessments incl. video testimonial:



YP3 begins her journey in Youth in Mind feeling that **1** 'things were nearly at their worst' regarding her Emotional Wellbeing and Financial situation. Her Confidence was extremely low at a **2** 'things are very bad' and her Community Engagement was virtually non-existent scoring **2** 'things are very bad'. YP3 scored herself below average in all aspects of her life apart from Support networks which she rated as **5** 'okay/balanced'.

In her second assessment YP3 reflected, that through the support of the Youth in Mind approach she now felt more in control of her Emotional Wellbeing with a **30%** improvement to **4** 'things are quite bad/ not yet okay' but with the support she is moving in the right direction. YP3's Financial situation improved by **20%** which has enabled her to improve to score a **5** 'okay' (a shift of **30%**) in Community Engagement which is aiding her to improve by **20%** to 'okay' in Physical Health and **10%** in Ability to Function. YP3 appears to be more in control and in charge of her physical, emotional health improving how she manages her Medication by **30%** to score **6** 'it is good'.

In all highlighted cases above, the Youth in Mind approach has improved all outcomes that are in the professional's ability to influence resulting in better social, emotional and physical prospects for the young people.

As their time with Buddies comes to an end these young people will move through the Youth in Mind model towards WRAP, Mentors, wider generic youth work, peer groups and community engagement.

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Case Study 1:

I am working with a 17 years old female client. She has anxiety and depression and has been involved with CAMHS for a number of years. She often has weeks where she is unable to leave the house, and then at other times she is on a high and sometimes does crazy things. My Client spends a great deal of time on the internet on social media, often chatting to people all over the world. She is interested in comics and spends a lot of her time in chat rooms on line in the role of a character from a comic book. She likes weird and wonderful things, and calls herself unique.

I spent several weeks trying to make contact with my client, she didn't answer her phone, texts or door when I went to visit. However, through talking to the referrer I managed to get introduced and I then met my client a number of times at her home address before she felt comfortable venturing out with me. For our first outside appointment we went to Star Bucks somewhere she had never been before (she often avoids places where there are lots of people.) She was uncomfortable at first and had a few panicky feelings, but I worked with her to control her breathing and zone out the surroundings and give her the control to leave if she needed to and she was able to ground herself and then felt more settled.

We spoke about what kinds of things she likes to do, she wanted to lose weight and get healthier, she wanted to get out of the house more and make friends. I spoke to her about joining a local gym, cycle club, going for walks etc... She liked the idea of biking. So, we have arranged to attend the biking project at Bradford Bulls and see if she likes it.

We also spoke about her attending the TFD centre for the Build a Girl Project on a Monday. She has been down and looked around the centre and said it would be something she would like to do, however I would have to convince her mum it was safe. She also loves art and drawing, so we are looking at how she can access some art courses in the local community, linking her with the community library on Holme Wood. My client is hoping to start back at college in September and needs to feel confident about going out and being around people again.

Case Study 2:

X was referred to me in May via the Buddying service. The information on the form stated that there were some concerns about X's emotional wellbeing; this was more of a concern for mum rather than X. There were also some issues with his step dad which affects X. The form stated that X's relationship with his birth dad was sporadic.

When I first visited X with Shaun Walker from MYMUP we were very welcomed and X and his mum were more than willing to go through the assessment with us. X showed an interest in the MYMUP application and was keen to build up his profile. After the visit and further contact with X, I am very pleased on how much he has progressed in such a short space of time. This has also been noted by the MYMUP team as they were pleased with the inputting X had done on his personal profile and the information he had put on which provided me a further insight into his needs.

I have had a one to one visit with X where I was able to tell him about the local youth clubs and we have arranged to visit them one evening so that he can potentially participate in them. X also has a keen interest in drama and because I have worked with Freedom Studios (Drama Company), I have asked X if he would like to go visit and see what there is to offer for him, which he is also interested in.

X has worked very well with me and I am pleased that we have built a good relationship where he is able to talk to me and get advice. I am also in constant contact with X's mum to update her about everything keeping her involved in the process. I will continue to work with X and support him with the issues he has raised in order for him to deal with any barriers he is facing.

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Case Study 3

A was referred to me as a young person on the buddying scheme. She is 14 years old, and was experiencing various issues such as isolation, anxiety, anger, low self-esteem and lack of confidence. A had not attended school for 18 months due to her issues, which both she and her mum felt had been triggered by on-going incidents of bullying, both in school and through social media. She did not leave the house without her mum, had not socialised with peers for over twelve months, and was displaying ritualistic behaviours with regards to her appearance, for example, not leaving her room without spending two hours putting on make-up and fake eyelashes, and going into emotional meltdowns or fits of anger if she did not have any fake eyelashes and nails. Mum was very supportive, as she too had experienced issues with her own mental health in the past.

After discussing how unhappy A was, and how she was experiencing the feeling of being worthless, we came to the agreement that she wanted to change her life, and to do this she would have to go through a tough period to push herself to overcome her anxiety. At first it was really difficult as I could sense the terror and fear at the prospect of going into social situations. I quickly realised that ad hoc or unplanned visits to A were much more productive, as she had no time to overthink and worry about it. We also arranged visits in the morning to try and break her poor sleeping pattern.

During one of our one to ones I drove with A and pulled up outside the youth club and asked if she would go inside with me, just to look around. She agreed and after a quick look and talking it through, A went back in and stayed for the remainder of the session. I had already prepared a couple of the young people in there, who had experienced similar issues to A, briefed them on her, and asked for them to make her feel welcome.

A now had a couple of peers who she could relate to and speak to, and began attending youth club regularly, initially with my support. She felt a lot happier, and began to look forward to our weekly sessions. Being able to chat about her issues openly and listening to other young people talking about similar issues helped to affirm that A was not weird or alone in her struggles with mental health. I encouraged these young people to make contact with each other outside the youth club sessions. They set up a group chat on social media, and were communicating and meeting up outside the youth sessions. I encouraged contact outside the youth club by giving them cinema tickets, and suggesting they travel there by bus as a group. This helped build their social independence and to look after each other. This worked so well that I began to bring other young people from the buddy scheme too, and asked A along with the others to support their integration into the group. A's confidence was growing with her new found "buddying" role, and she found the confidence to be involved in Youth Voice events, a "Mile of Tolerance" event which involved visits to a range of places of worship with other young people, as part of the Youth Service's work to build community cohesion. A is now a member of the Youth Council, helping to plan and deliver sessions, and support other young people. Her growing confidence and willingness to extend her social interactions has amazed me. For example, she agreed to take part in the Lane Fox Challenge (an amazing outdoor group event!). She was ready at 8:30am on the Sunday morning, without any make-up on, and really pushed herself to run through the woods and get wet and muddy, and took part in nearly all of the challenges.

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The MYMUP online tool has been a fantastic resource for A. She has done a number of online interventions which she has talked about with me when we have met. The tool has also enabled us to document her journey and just how far she has come.

I was able to support A's engagement in education by liaising with school, and picking up and dropping off English and Maths work for her to prepare to restart her education, as she was on the waiting list for home tuition. I also worked with mum, advising her to encourage A's independence. Because mum had suffered with mental health issues, she was very empathic but she was also anxious for A. Mum needed to learn not to overreact to A's new achievements, and to endorse her growing independence.

A now feels that she is worth something, and is looking to the future and ready to get back into education, and mum is overjoyed with her development and the fact that she now smiles regularly.

Case Study 4

I first met B on 16/05/17 after he was referred through CAMHS for the Buddy Project. B is 14 years of age, my first meeting with him involved doing an initial assessment, this involved B, his mum and step dad. The issues discussed involved B who presented himself as being socially isolated with not many strong friendships, and had been diagnosed with autism. During the assessment it was clear that B was not involved in any activities out of school, and would spend a lot of his spare time in his bedroom gaming or surfing the internet. Throughout the assessment he scored low in regard to the subjects discussed, except for support networks which he scored high in. This is due to the fact that B comes from a very loving family. He lives with his mum and stepdad but sees his dad on a regular basis.

B has experienced bullying at secondary school, he has now moved and located to a new school which he prefers. B struggles and doesn't enjoy the majority of lessons he is taught, but has a keen interest in drama and excels in his lessons. B also has a passion for cooking and regularly bakes bread for his family. He is a polite and well-mannered young person who is instantly very likeable and easy to interact with. He admits that he finds it easier to build relationships up with adults than school colleagues.

B had previously attended a drama club when he was younger, and my first discussion in relation to this was whether he would like to try attending another one which was local to him. He was keen on the idea and after initial research he began attending a drama club called Stardom, and has not looked back since. B has now been attending this group on a weekly basis for the past four months, and has been put forward for potential casting opportunities, and has a portfolio which contains professional photos. He has made a couple of friends from the group who he now socialises with.

B has always been open to new ideas and potential activities. With him being a keen cook I suggested booking him onto cooking sessions at Jamie's Ministry of Food. He checked the programme of activities, and decided on attending seven cooking classes, which consisted of baking, preparing and learning about foods and cooking different cuisines. B attended every session and as his buddy worker I received regular

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feedback from the tutors, who were always full of praise for his enthusiasm, commitment and passion for the sessions he did.

My 12 weeks with B are now complete and his progress was reflected in his final assessment, from which his community involvement has scaled from a zero to a nine. All the assessment topics were now all at the higher end of the assessment scale, which was a dramatic improvement from when I first met him. He has been very receptive of the MYMUP online interventions tool, and has regularly completed tasks on this and has added many photos of himself taking part in activities, and pictures of his family.

B was referred to the Bradford South WRAP group which he has attended on a regular basis, contributes well to discussions, and is very well liked and respected amongst staff and his peers. The next step for him will potentially involve him being a buddy volunteer to other young people who require support, and he will without doubt be, and already is, a role model to others.

Assessment

The assessment was carried out with B and his parents at the family home. I introduced him to the online MYMUP system, this was helped by him being able to access the tool by using a 4G tablet. He was instantly engaged by the system's interactive options in relation to the virtual world, which in his words were "very similar to the Sims game". I felt that having the option of the online tool to interact with B was a great way to introduce myself, and give a good first impression and positive outcome to the first session.

Interventions

B has engaged really well with the online tool, and to date has completed twelve online interventions related to his current anxieties and social issues. The advantage of him having the online tool enables myself as the buddy to explore and discuss these interventions on a sessional basis, and also allows a joint collaboration of goal settings between buddy and client. I also feel that the option to be able to send messages to the client on the "Client Journey" section is a really good method of keeping in touch, and also to provide the on-going encouragement and support in relation to the client's needs.

To date, B has taken part in activities and has been open and honest during our meetings. He is now involved in a local drama group on a weekly basis as this is one of his passions.