

APPENDIX 3 (Report Ref 2.7)

Example case studies supporting 2.7 achievements.

NB. Any names used in this document are pseudonyms to protect identity.

Youth in Mind Services

Case Study 1

Intervention type: One to one and group work with Buddies incl. wider Youth Service open access provision.

When Y was referred to Youth in Mind she was having a tough time, having recently suffered a miscarriage, her parents had split up, her partner became estranged from their family and moved in with Y, and she was having difficulties with her college course. Y had low self-confidence and suffered a lot from low mood. She was struggling to maintain her relationship with her father after he moved in with his new partner and her sons and wanted some support, and someone to talk to about everything that had been going on for her.

Y regularly met with her Buddy, who gave her the opportunity to explore her feelings, talk about her experiences and look at solutions and coping strategies. Y gained trust in her Buddy through these meetings and opened up about a range of things going on in her life. The Buddy gave Y a 'journal scrapbook' so she could start recording and better understanding what was going well in her life and what she enjoyed. The Buddy also spent time with Y looking at positive steps she could take to move some of her relationships to where she wanted them to be, as well as exploring the value of friendship and not becoming too insular in her relationship.

During her time with a Buddy Y's confidence grew and her attitude increased in positivity. She started to rationalize things more, worry less and focus on what was important to her and what made her happy. She completed her year at college and achieved good grades and has now gone on to a Higher Education course to train to become a teacher. She has started volunteering at her local community centre, getting involved in youth work activities & widening her friendship group. She has also joined the Young Inspectors programme. Y is now much happier in herself, has increased her confidence and is finding it easier to do the things she needs to do.

Case Study 2

Intervention: One to one and group work with Buddies and wider Youth Service open access provision.

Z is a 12 year old boy who had been excluded from school, had no friends, and spent his all his time either on computers or roaming the streets and parks with older young people. He was referred to Youth in Mind following an attempt to hang himself from a tree and showing other children who lived nearby how to do it. He had very poor personal hygiene and self-care and struggled to engage with the rest of the family. He had gone missing several times and reported to be sleeping on the streets. This was developing a significant strain on the family and resulted in Z's father losing work days and income, causing further conflict between his parents and Z's segregation from the family.

After an initial home visit with mum and Z, the Buddy invited Z to attend the local youth club and engage in the Summer Transition Camp, as Z had previously been unsuccessful at school. Z agreed to attend and has now attended the programme for three weeks and engaged in the workshops, discussions and activities designed to support young people to be ready, respectful and resilient in school and the community, as well as access to breakfast and lunch each day. Z also attended a three-day residential with the group and other young people from two different communities to develop his personal skills, communication, team work, motivation and physical activity. As part of the Buddy's ongoing visits they contacted the "B Positive Pathways" (BPP) key worker and had a three-way meeting at the youth centre to make sure Youth in Mind, BPP and Z and the family were all working together. During this joint meeting they were able to look at working towards getting a school place in September; the Buddy has put Z's mum in touch with key people to make sure the process of securing a place in a school happens as soon as possible and Z will continue to be supported to attend the youth centre after summer.

Z has developed his confidence, network of support, skills and motivation. Good joined up working is in place and there is a plan for Z to re-enter education as soon as possible.

Case Study 3

Intervention: One to one and group work with Buddies including wider Youth Service open access provision.

YY faced numerous issues in his life primarily when referred to Youth in Mind. He experienced issues concerning his childhood, broken down relationship with his ex-girlfriend and therefore loss of contact with his baby boy, broken down relationship with a 2nd girlfriend and no involvement with his 2nd baby about to arrive. All of above were significantly impacting on YY's mental health, leading to suicidal thoughts. YY needed a person to talk to and off-load onto, and someone to engage him in positive activities.

The Buddy broke the work down into 3 strands; talking about past issues, discussing problems with both ex girlfriends and how to resolve these, and looking at involvement in positive activities. They talked in detail about the past, its impact and how this had a direct link for YY to have relationships with his children in order to be a good dad. Focus then moved to relationships with his ex-girlfriends; the Buddy helped YY identify that he needed to be more responsible, couldn't just come and go and had to help support his ex-girlfriends with parenting tasks. Together they looked and explored what makes a good dad, financial support and other relevant issues. They also identified and explored conflict between both ex girlfriends and how YY had to separate them and deal with each directly and not share information from one to another. They explored strategies of how to manage conflict and how not to react to confrontations. During the time the Buddy supported YY, they spent many hours at a local park walking, talking and fishing. Eventually, YY started to come to the local youth club and engaged with other young people and took part in activities.

YY was able to patch up relationships with both ex girlfriends and gained access to his older son, and his new-born son. YY spent time with both children weekly and was able to offer much more meaningful support to their mothers. YY brought his sons to meet his family and even brought them to activities at the youth centre. His ex girlfriends also visited the family fun days with him over the summer and benefitted from the free baby packs being giving out to young mums. YY has done overnight stays with both his sons. Additionally, YY has started to volunteer at the youth club; over the summer he volunteered 12 hours a week for 4 weeks and since summer he has volunteered 6 hours a week. YY has also enrolled on a construction course at Bradford College. Overall, YYs state of mind has improved significantly and he has changed as an individual with regards to taking responsibility for his children.

“ I enjoyed it because I could speak to you and have a laugh”

“ I could get stuff off my chest and you helped me with advice”

“ I have learnt to keep calm and not get angry as I fall into traps and this leads me not see my children”

“I would encourage other people to do this and I am now volunteering and hope to help others.

Case study 4

Intervention: WRAP Group
10 week Programme, 2.5 hours/week, YP attended all sessions
Group held at Youth Centre
Referred by School Nurse

YP: 13 year old, female, White British.

Reasons referred - YP struggling with confidence and self-esteem. Low mood in regards to friendships, historical bullying which has led to long term impact in making friendships and access to social opportunities.

At start of group - YP presented as shy and withdrawn, lack of engagement with peers, was not a vocal member of the group, lack of eye contact, isolate herself during the breaks. During the group YP disclosed she self-harmed (superficial cuts) as a result of feeling low.

Aim - YP to make positive friendships, engage with peers, to feel confident in social situations, ability to voice thoughts and ideas (Aims identified by parents and facilitators).

The YP created her own wellness box, she was able to feel comfortable in the group to share things that are personal to her. She shared her wellness tools and spoke about why she designed her box the way she did. She has an interest in music and playing the guitar. This is something she shared with the group, she became vocal in the group, talking in group activities with peers and also fed back to the whole group. YP grew in confidence and started to make friends, she spoke to peers in the group as well as meeting up with another member of the group on the weekend. She was able to give advice to others and also share her concerns, there was also a discussion in the group in regards to self-harm and what young people can do to distract themselves and use other methods which may not be as risky. She engaged well with facilitators and peers, she was supportive and spoke to other members of the group who hadn't grown in confidence as much as her. Her assessment highlights this as she has scored higher for emotional wellbeing and community involvement. There were still some concerns as she has low self-esteem, even though she took part in music activities with school and engaged with others positively she still thought of herself in a negative way and tended to have moments where she believed things were negative. She is also still struggling in school with maintaining positive friendships and feeling comfortable enough to talk about how she is feeling with teachers. In terms of her assessment for ability to function she has dropped as she feels more anxious at times which is stopping her from doing things she is wanting to do.

Based on the scores of her self-assessment before and after WRAP, the YP improved in 3 key areas of her life as a result of WRAP; emotional wellbeing, confidence and community involvement. See impact assessment chart below for full assessment scores:

Next steps: Referral to Yorkshire Mentoring through YiM.

Parent Feedback: 'There's no negative for what you guys have done for my daughter she's come out of her shell more and met new friends. She still struggles at school but more confident out of school. So a big thank you to you all xx'

Young Person Feedback: 'Enjoyable, got to make friends which was what i was there for. Got a tiny bit more confidence. Sanam (facilitator) and MS (Peer Facilitator) were funny, getting competitive over UNO. Having Dominos (Pizza) on last session was pretty good. I would have liked more of the advice box in the sessions. (Young Person was signposted to the peer support group as this element would be continued during these sessions - unable to attend due to day).

Safer Spaces

Case Study 5

JJ is a 15 year old white British female who was referred by the Emergency Duty Team following a call from the police; she had been missing from home for a number of days before being found by the police in significant mental distress.

"JJ, who lives with her mother, had been struggling with her emotional and mental health for over a year; all of her family relationships had broken down over this time and she was unable to keep herself safe at home.

In May 2018 JJ assaulted her mother; this relationship has now completely broken down and JJ frequently goes missing and is deemed at high risk of child sexual exploitation, trafficking and drug use. Children's Social Care informed that JJ is often seen getting into and out of cars of unknown adult men and that these men have been supplying her with spice, cocaine and cannabis.

JJ recently disclosed that she is raped on a regular basis; informing that 11 different men had raped her within the last three weeks. Additionally, at a recent health appointment she asked for her contraceptive implant to be taken out as she felt the men abusing her were taking advantage of the fact that she couldn't get pregnant and passing her around more.

JJ can be verbally and physically abusive to others; she assaulted her father's partner during a heated argument, assaulted her mother, and has been accused of bullying a family that lives on her street. JJ also has a history of getting into fights with her peers. JJ stated she wants to have a baby when she turns 16 and her life plan is to have a family and stay at home looking after the children. JJ does not have a mobile phone and when she goes missing she cannot communicate with anybody.

JJ arrived at Safer Space accompanied by two police officers. Staff showed her around the house explained the service, house rules and health and safety information. JJ was very tired but was able to participate in completing the admission paperwork and engaged well with staff, informing them she had not slept much in the last 5 days as she had been moving between her friends across the district.

JJ had a cold drink with a member of staff while the other worker got her some pyjamas and toiletries from our storage as she arrived with nothing but the clothes she was wearing. JJ soon retired to bed and staff checked on her throughout the night to ensure she did not abscond.

Following her morning call JJ joined staff in the kitchen and had cereal, a hot drink and a snack. Staff informed JJ who would be picking her up and supporting her today, and she left at 10am with a Social Worker.

We received a re-referral for JJ the following night; she remained in crisis and unable to keep herself safe. JJ was more alert when she arrived; she initiated conversations and engaged in several games of Dominoes and Connect 4 with staff before going to bed. Staff supported JJ to put her clothes in the laundry overnight so they would be clean for morning. She then went to bed and slept through soundly.

JJ was able to access Safer Space as a safe and calm environment where she was able to express her needs and views. She engaged very well with staff and shared some aspects of her background and life with staff over the course of the 2 visits. She was also able to catch up on her sleep in a stable and safe place; benefiting her wellbeing and preventing her from going missing again.

JJ completed a feedback form for each of the two nights she stayed at Safer Space. She stated on the forms that she like that staff played games and made her feel like she was at home and that they helped her out with toile tries she needed. She also said that the staff made her feel welcome at all times. JJ couldn't think of anything she didn't like. She said she felt listened to, valued, safe and able to make choices. She felt that if she hadn't come to Safer Space she would have spent the nights out on the streets. On a distress scale from 0 to 10 with 0 being well and 10 being crisis point, JJ rated that she was an 8 on when she arrived on the first night and a 7 when she arrived on the second night, and she rated herself as a 2 on both mornings before she left.