

WHOLE FAMILY WORKING – MAKING IT REAL FOR YOUNG CARERS

RISK AND RESILIENCE FACTORS – CASE STUDIES

- **The Risk and Resilience Model is a tool that professionals can use to identify a balanced view of both risk and resilience, when looking at a young person's needs.**
- **Even if there is a level of risk which cannot be minimised or alleviated i.e Adult Mental Health issues or low income within the family, the assessor can still focus on Identifying where resilience factors can be increased i.e referring to Young Carers or referral to CAB for advice on money issues. Building on the resilience factors will help balance out the risk.**
- **The Model is designed to assist the professional in gathering information and is not an assessment process in its own right.**

Case Study One – Kim

Kim is 8 years old and is reluctant to go to school. She has a baby sister with severe learning disabilities. A Home-Link Worker is working with the family to improve her school attendance. The HSLW is considering a referral to Children & Mental Health Services (CAMHS) as she feels that Kim is struggling with a number of school, health and social issues.

The concerns of the HSLW are:

- Kim is struggling academically in structured key curriculum subjects
- She becomes withdrawn and very upset with her mother at school time
- She has one friend, but she is in a different class and is moving to another school soon. Kim says that two girls in her class tease her about being smelly
- Kim has primary nocturnal enuresis (bed wetting) and asthma
- Her mother is very concerned about Kim's signs of anxiety. She has always been slightly anxious but the problem has escalated over the last year
- Her class teacher changed mid-term and Kim has not settled with the new teacher
- Her mother thinks Kim is dyslexic
- Her mother is finding it hard to cope with Kim's morning 'tantrums' alongside her caring responsibilities for Kim's sister, and says she doesn't know how to help her

Family and school background

Kim lives with her mother, father and younger sister (1 years old) in a comfortable family house. Her father works late or is away during the week.

Kim enjoys ballet and drama outside school but has not been able to attend regularly since her sister was born.

Support for Kim so far?

Kim's mother has asked a neighbour to take Kim to ballet with her daughter. Kim talks to the HSLW about friendships and teasing.

In your group identify the risk and resilience factors for Kim using the Risk and Resilience Framework handout to help you.

Case Study Two – Sam

Sam is 13 years old and transferred from a private school to a state school at the start of year 8 when his mother became involved in a car accident resulting in significant mobility problems and could no longer work. His attendance is not satisfactory and he seems anxious, tired and unwell in school. School have offered him the support of the school counsellor and the school nurse. The school nurse has spoken to Sam's mother, who is concerned about his symptoms of anxiety which are affecting his school attendance.

The school nurse is considering a referral to Children's Mental Health Services (CAMHS) and has the following concerns:

- Sam has occasional panic attacks before school, when he says his legs go from under him and that he can hardly breathe
- When anxious he says he has to visit the toilet frequently
- His mother reports that he gets stomach aches and headaches and is feeling restless and unhappy
- He is struggling to settle easily to sleep, and is often awake beyond midnight
- His mother says he is struggling to cope with bullying behaviour and unkind comments of peers – being called 'fat'
- The nurse finds him to be quiet and shy, with a negative self- image and very low self confidence
- Sam says a voice inside tells him "I don't want to go, turn around go the other way". He has told his mother that 'I wished I hadn't been born'

Family and School Background

Sam lives with his mother and two sisters aged 10 years and 16 years. His father lives nearby and has Sam and his younger sister to stay one weekend a month.

Sam is reluctant to visit local shops or socialise with peers outside school and does not seem to belong to a friendship group at school.

He currently has 82% attendance at a school offering good academic opportunities. He is achieving educationally and is thought to be academically bright.

Support for Sam so far?

He started to see the school counsellor but got very anxious when speaking about himself and his family. He has talked to the school nurse about his physical symptoms.

In your group identify the risk and resilience factors for Sam using the Risk and Resilience Framework Handout to help you