



Case Study - My 3

Live - Learn - Grow

Profile

This is a factual account of a young person who joined one of the Ofsted services aged 14 following a breakdown of a previous placement due to difficulties in relating to peers and repeated incidents as a result of this. She/he presented as significantly emotionally labile and chaotic in her/ his presentation with significant difficulties in social communication and interaction. She/he attended a specialist education service where she/he had also been struggling to engage due to emotional instability. There were also questions around Sam's sensory processing and the impact this was having on coordination and gross motor skills as well as possible sensory overload. She/he was on the autism pathway awaiting assessment. She/he was struggling to recognise her/his own strengths and challenges and life goals appeared to change on a daily basis suggestive of a lack of self-identify and self-awareness.

Support and interventions provided

Assessment identified that she/he was having difficulties in identifying and processing emotions resulting in a chaotic and inconsistent response these including occasions of self-harming. Work was completed with the Occupational Therapist and in consultation with the Psychologist to support she/he with Dialectical Behavioural Therapy skills training which covers 4 area: emotion regulation, distress tolerance, mindfulness and interpersonal effectiveness. This included creating a self sooth kit for use in times of distress, reflective work on positive experiences producing "cartoon compliments", writing a personalised relaxation script and social communication skills.

She/he also had input from the Therapeutic practitioner to support with emotional regulation with further exploration of:

- Practical mindfulness – use of lyra harp to centre self
- Emotional freedom technique for emotional release
- Massage for deep pressure touch and relaxation
- Reiki energy healing for emotional regulation and alignment



During admission she/he received a formal diagnosis of Autism and initially struggled with accepting this and stated that she/he did not understand what it meant for her/him. To address this a focused piece of work was completed to explore what Autism is, what it means for her/him and to consider how staff could best support her /him in relation to this. She/he produced a poster at the end of the sessions to share the information with key people in his/her life- Challenges, Strengths, what is helpful and what is not helpful.

Outcomes

She/he now presents as more emotionally stable and with improved skills in recognising labelling and responding to self-emotions in and safe and effective manner.

In KS5, to help improve ability to study for exams, has voluntarily attended additional education classes in Science and Creative Arts with My3 Wood Edge Independent School.

She/he has been able to build positive relationships with staff supporting self and his / her peers in the home and is now attending a mainstream college to complete combined sciences on a path to achieving an identified life goal to become a vet.

She/he has also begun to take the lead in a range of independence life skills and presents with improved self-esteem and confidence in a range of activities.

She/he reports that he /she has enjoyed the support of the therapeutic team and feels that they have helped to “be happier”.

She/he has been at the service for almost 4 years and is now ready to transition on to semi-independent living thanks to the support of the care, education and therapeutic team at My 3.