

Case Studies Template

Background

Young adult
Emma is a 19 year old young woman in her final year of a skills for work programme. Emma has Down syndrome and attended mainstream school until the age of 11 when she then went to a special educational needs school. Emma enjoys learning and being with people. She would like to work in the hotel or restaurant industry.
Family Structure (e.g. divorced mother with three children aged 7, 5 & 2).
Emma lives with her mum and older sister who is 22 years and has just returned from university. Emma has a limited relationship with her dad who has lived abroad since Emma was 7 years old and he and her mum divorced. Emma has a good relationship with her dad's parents who live nearby. Emma's maternal grandparents are both dead. Emma is very close to her sister and missed her terribly when she was at university.
What was the situation before the work was undertaken? Describe the presenting difficulties leading to the referral. This should tell the reader what the situation was before a course of action was taken
Emma is doing well at college and is expected to achieve her level 1 in Food preparation and Food Hygiene. The main focus for Emma now is what will happen when she finishes her college course and the steps towards getting employment and exploring her housing options. Emma was diagnosed with depression almost a year ago. Emma found it difficult to get up in the mornings and keep to a regular schedule of activity and as a result she missed quite a bit of her college course. Things were also difficult at home and Emma's mum found her behaviour very challenging. Emma would shout and scream until her mum left her alone to do what she wanted which was mainly to stay in bed. Emma also put on 12 lbs in weight during a 6 month period which put increased pressure on her knee joints and feet and means moving around is still painful and difficult at times. Emma has lost 4 lbs in the last 4 weeks and would like to get back to her original weight over the next 6-8 weeks. When diagnosed with depression, Emma had support from her G.P. and from a practitioner from the Community Learning Disability team. This support has helped Emma to get back to a regular routine and helped Emma's mum to be

able to deal with difficult behaviours in positive ways. Emma's mum is concerned that Emma might get depressed again as she moves towards the end of her college course.

For the last 4 months, Emma has been much improved and says that she is happy at college and happy that her sister Jane is home because she used to feel lonely and sad without her.

Emma has good communication skills. She has a limited but effective range of vocabulary and uses signs, gestures and pictures to further help her to communicate meaning.

Emma has a reading age of 8 years and finds the use of pictures (such as easy read) very useful. Emma likes to write and can confidently form all letters and copy text.

At college, Emma has made some friends with whom she spends time during the college day. Transport home at the end of the day limits her ability to get more involved with college life and developing her social life.

Emma likes swimming, singing and drama but she hasn't had a lot of opportunity to do these activities recently due to her depression.

Emma says she would like to work in a hotel or restaurant and wants to have lots of friends and activities to do.

Emma's mum would like Emma to have opportunities to slowly prepare towards more independent / supported living as she worries about what Emma will do when Jane moves on to live her own life.

Emma's self care skills are good but she needs to be reminded to brush her teeth and hair each day.

Emma can prepare simple meals independently and would like to learn more as she enjoys cooking.

Emma has limited experience of money and independent travel. Emma gets a mini-bus to college each day.

Jane, Emma's sister, would like to help Emma make better choices with her food and take part in more activities that help her to keep healthy and make friends.

Was anyone else involved, who and in what way?

- G.P. and practice nurse (weight and exercise programme)
- FE College and Learning Support Assistant – support in college
- Youth Support Team – Case Responsible Officer – assessment, advocacy, transition
- Youth Support Team – Transition Co-ordinator – support with transition to adulthood
- Community Learning Disability Team – support with emotional wellbeing and behaviour
- Educational Psychologist – assessment and advice
- Speech and Language Therapist – previous support