

## CASE STUDY 1

## CASE STUDY: Daniel



## Part 1

Daniel has an appointment with his carers support worker, Alice. She wants to talk to him about what he is going to do when he leaves school.

Daniel has learning difficulties and he is a carer for his parents who also have learning difficulties as well as other health problems. His parents have never worked and rarely leave the house. They like it when Daniel is at home with them for the extra company.

Daniel has transport to get to school and has help with all his lessons. One day he overheard his teacher at school say that Daniel would never amount to anything. Daniel didn't like the way he said it and was upset and confused because he doesn't want to do anything anyway. He just wants to stay at home with his mum and dad and he can't see what is wrong with that.

- Should the carers support worker get Daniel to think about other options for when he leaves school?
- How can she best help him?

## Part 2

The talk between Daniel and Alice didn't go too well. She tried to get Daniel to think of things he enjoys doing and might want to do at college or at work, but Daniel said he just likes to watch TV and play computer games. When Alice said that he might have to learn how to use a bus and make new friends, Daniel got upset and refused to talk about it anymore.

- What options are available to Daniel?
- How can Alice get Daniel to think about the different options he has?
- How can she get Daniel to think about his skills and interests?
- How can she build his confidence to face the new challenges ahead of him?
- Who else can support Daniel in the transition from school into further education, training or work?



## CASE STUDY 2

## CASE STUDY: Afa



## Part 1

Afa has been a carer for her mum who has a degenerative illness since she was 6 years old. Afa is now 18 and about to sit her A-levels in English, History, Psychology and Business Studies. She is predicted high grades. Her mum has recently gone into a care home where she will now receive the 24-hour care and medical attention she needs.

Afa has asked to see you because she feels her school is pressurising her to go to university but Afa has no idea what she wants to do. She feels her life has just been about school and caring for her mum. She chose her A-level subjects because her teachers said she would be good at them, not because she had any plans about what she would do with them. You ask Afa about hobbies and interests and she says she has none.

- How can you help Afa think about what she might be interested in?
- How can you help Afa to think about her options?
- Should Afa complete her UCAS form like the school says she should?

## Part 2

With more time for herself, Afa starts to get involved with a local project that supports the community to grow their own food. She has started to produce the newsletter and is part of the committee to petition the council to provide more allotments for people and raise money for the project.

Afa begins to realise that she has skills in working with people, organising events, putting across her point of view and writing. It has really sparked her interest in local politics, community development and sustainability.

Her school is still keen for her to go to university, but Afa is still unclear about what she wants to do. She is also worried about leaving her local area and doesn't want to be too far away from her mum whose health is deteriorating.

At the community project Afa has become friends with Dominic who is doing an apprenticeship in Horticulture. Afa likes the sound of learning and earning by doing an apprenticeship but her school said she is too academic for that and that she should aim higher.

- How do you help Afa make sense of all the options available to her and what career they might lead to?
- Who else can Afa ask for impartial careers advice?

## CASE STUDY 3

## CASE STUDY: Abdul



## Part 1

Abdul is 16 years old. He has been caring for his mum since he was nine. She is a single parent and he is an only child so they have always been very close. Abdul's mum suffers from depression and anxiety which can sometimes be quite severe. She has periods when she is fine and other periods when she is so bad that she is unable to get out of bed.

When Abdul's mum is feeling particularly low, he has to do a lot of things for her and for himself. When he was younger he often had to make his own packed lunches, walk to school by himself and then come home and make dinner for them both.

Abdul hasn't told anyone that he has to look after his mum. He only recently realised that he was a carer; he just thought that what he was doing was the norm. He saw an article online about young carers and realised that he was doing a lot more than other young people his age.

Abdul is about to take his GCSEs but he missed a lot of his mock exams because he had to stay at home with his mum. Abdul's teacher has commented about his attendance and thinks that he is bunking off. Abdul doesn't want to disclose his caring role to anyone at school as he fears he may get bullied. He also thinks the teacher won't believe him as when his mum visits the school she always 'looks fine'. Abdul feels quite angry as he does not know what to do or who to turn to.

- What advice would you give Abdul?
- How could the school best support him?

## Part 2

Abdul decided not to tell anyone about his situation, thinking it would be easier to carry on as he has always done. He did badly in his GCSEs. He feels angry because he thinks he could have done better, but also very down because he feels that this is his lot in life. He has become very depressed and given up hope that anything will change.

He has received a letter in the post inviting him to an interview with a local organisation called 'Young Futures', who help young people get back into education, training or employment. They want to talk to him about opportunities available for him and say that they can help. But the appointment is on the same day as his mum's appointment with the mental health worker so he will have to stay at home and miss it. This feels like another example of how things aren't meant to be for him. He rips the letter up thinking that they wouldn't understand his situation anyway. He feels very alone.

- Is Abdul right to think this?
- Do you think that his depression is affecting the way he thinks?
- What could Abdul do in this situation?
- Who could he talk to?
- If he doesn't do anything, what do you think might be the outcome for Abdul?