

~~AMPSHIRE COUNTY COUNCIL~~
~~SOCIAL SERVICES DEPARTMENT~~

ASSESSMENT SHEET

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|------------------------------|---------------------------|----------------------|-----|----|---|
| CLIENT SURNAME [REDACTED] | FORENAME(S) [REDACTED] | CLIENT REFERENCE NO. | | | |
| | | OFF | YR. | NO | F |

DESCRIPTION OF SERVICE REQUESTED, FAMILY STRUCTURE, HOME CIRCUMSTANCES, FINANCIAL CIRCUMSTANCES, SUPPORT NETWORKS, MEDICAL FACTORS:

I have visited Le Squez home three times 05/01/88, 20/01/88

[REDACTED] behaviour has, as is well known, presented a great problem to Mr. and Mrs. McGuire. His temper tantrums particularly are unacceptable to them. His sullenness, unwillingness to share, reluctance to take on his allotted share of tasks and ungrateful attitude make life very difficult for them. He has been more difficult for the past year and a half. Also of concern, but less aggravating to them, is his bedwetting.

The impact of [REDACTED] behaviour upon the smooth running of the home is, according to Mr. and Mrs. McGuire, tremendous. It has brought great strain to bear upon their marriage; the staff are under strain too and have even threatened to leave because of the need to ward off and prevent [REDACTED] throwing a temper tantrum. Additionally [REDACTED] behaviour is making the other children unruly: they copy him and undermine the authority of the houseparents.

[REDACTED] temper is a problem for him too. He dislikes the tantrums but cannot help them. They make him very miserable. His self-esteem is not helped by the necessity for him to wear a nappy. This is because he can't/won't strip the bed down after wetting, or that having to makes him angry. He is not allowed to join cubs because of the wetting and he feels the injustice of this heavily. He frequently loses treats, such as going to a friend's house to play, because of his temper.

His attitude towards the wetting/temper was one of resigned hopelessness. He expressed the fear that he would be sent back to the C.P.U.: he was very unhappy in the C.P.U. and certainly does not want to return there.

[REDACTED] sees his father on Sunday. They usually go out for the best part of the day, to a pub. His mother died [REDACTED]. It would be worthwhile to explore fully his feelings about his mother and her death, and how this fits in with his feelings towards Mrs. McGuire, and his father.

Home: This is a very well run home. The children all behave very correctly and politely. Both parents lay great stress on the fact that they want to create a normal family life, and for everyone to be happy. My judgement is, that not withstanding their sterling intentions, this is a home where dissent, anger, grief would only be tolerated in so far as its expression did not threaten their control and authority. Mrs. McGuire, for example, accepts that anger is a normal part of the mourning process, but when [REDACTED] refused to get on and go to school one morning, in anger and defiance after the death of her mother, she was told to get a move on sharpish as she wasn't the only girl to have lost her mother. [REDACTED] who has lost both parents has been held up as an example of a child who has successfully dealt with his loss, i.e. he does not show any emotion/anger.

[REDACTED] does not seem to have many areas of success on which to build his sense of self-worth. Mr. and Mrs. McGuire find that his homework is never done well enough and his school work is poor. He cannot attend cubs, (as noted before). Apart from this he has, as noted before, a detrimental effect on the home atmosphere and is responsible for Mrs. McGuire's feelings of stress and anxiety, and the effect that this has on the couples sex life.

Continued overleaf.

1 to continued
CONTINUED:

This was all spelt out in front of [redacted] to me. Furthermore, Mr. McGuire told us both that another boy had been sent away from the group home, and that he would not shy away from repeating the action with [redacted]

(a) PROBLEMS IDENTIFIED — State by whom.

- 1) [redacted] behaviour: his poor self-control, his enuresis, his low self-image.
2) The need for control(?) which the McGuires have: why does [redacted] present such an insurmountable problem? Scape goating element.

(b) OBJECTIVES — State whether agreed with client.

- 1) To work with [redacted] on a 1:1 basis, 1 x week to give him the opportunity to express his feelings about the situation and what has happened to him.
- 2) To work, in the main, with the Mr. and Mrs. McGuire to try to gain some flexibility in their dealings with the unacceptable part of [redacted]. To explore the possibility of other members of staff taking over more responsibility for him if a change of attitude is unlikely.
- 3) To give [redacted] the chance to enhance his sense of self-esteem by negotiating with the McGuires. [This ^{can} to be discussed with the McGuires and hopefully agreed on.]

WORK-PLAN — State whether agreed and by whom.

Agreed by Brenda Chappell, A.J. Skinner and R. Davenport.

1. To encourage a new line to be taken over [redacted] bedwetting so that he can stop wearing nappies. Perhaps try a star chart again - agree on details with Mr. & Mrs. McGuire. Responsibility for wet sheets to be taken by a member of staff.
2. [redacted] to be allowed to join cubs unconditionally i.e. his joining does not depend on "good" behaviour nor on dryness at night.
3. To negotiate with Mr. & Mrs. McGuire about [redacted] homework so that they can settle for less, and it no longer becomes yet another area of failure and recrimination.
4. To liaise with school.
5. To start talking with Mrs. McGuire about [redacted] anger etc. and the effect it has. Possible reasons for it, ^{why} does it ~~have to~~ matter so much?

SIGNATURE(S):

Patricia Stevens.

DATE:

RE-ASSESSMENT DATE: