



Family Pathway

Enabling Families, Children & Young People



Family Pathway Case Studies

Cardiff and Vale College
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Family Pathway Case Studies

A series of examples of recent work completed in partnership between Family Pathway and MOL Education, funded by the National Lottery and Cardiff and Vale College.

Case study 1

YP1 was initially urgently referred to our project by the director of MOL with the primary objective of preventing imminent homelessness stemming from persistent conflicts within he's home environment.

Under the guidance of Family Pathway's project, YP1 received an intensive delivery of one-one-one person-centred coaching. This was a transformative process for YP1, allowing him to gain emotional stability, tap into their executive functioning skills, problem-solve effectively, and create plans that ensured a safe and sustainable living situation, ultimately steering him away from homelessness and all the negative impacts that inevitably come with this. Family Pathway's physical presence on-site during this critical period for YP1, allowed us to promptly address YP1'S urgent needs.

Remarkably, a single holistic coaching session was sufficient to avert the necessity of involving other services such as homeless shelters/organisations, police, or additional financial aid from local authority and charitable organisations.

Due to the vulnerabilities of YP1 circumstances and complex needs it was important that the support did not end there. Supporting YP1 past the urgent moment was key to enable YP1 to reach a sustainable solution where he would not find himself in the same position further down the line.

Through the close connection we had developed with YP1, and by delving into an understanding of YP1 vulnerability, we identified various challenges that were impacting YP1'S daily life. These challenges encompassed housing, family relationships, cultural differences, financial hardship, immigration status, educational pursuits, and mental health.

The support given to YP1 through our project included:

- Connecting with YP1 family to support resolve conflict and connection between parents and young person to foster better relationships and support structures.
- Conducting home visits.
- Regular one-to-one face to face check-in sessions to monitor YP1 wellbeing.

- Create a communication platform suited to YP1 need to access remote support and encouragement if needed.
- Coaching YP1 to seek employment opportunities to promote financial independence.
- Support to overcome immigration related challenges by coaching YP1 to navigate an increasing complex system, including liaising with other relevant agencies and advocating for YP1 during meetings.
- Coaching YP1 in accessing and understanding complex formal letters and processes. Including developing literacy skills to enable YP1 to address these challenges independently.
- Collaborating closely with course tutors to ensure YP1'S academic success.
- In-class support during YP1 lessons to support with learning needs undiagnosed and missed during formal education.

Outcomes

YP1 overcame significant challenges, achieving remarkable outcomes:

Housing & family: YP1 continued living at home with improved conditions. Communication and understanding within the home environment improved.

Employment: YP1 is now employed part-time which has resulted in a great confidence and self-esteem boost of YP1.

Immigration status: Achieved of a settled status and the benefits that comes with this.

Academic progress: Successfully completed course and met deadlines as well as receiving an offer to continue his studies post MOL.

Our project, through a holistic approach, not only prevented homelessness and all the challenging complexities this can bring, but also substantially improved YP1 overall quality of life.

Case study 2

YP2, a young adult, was originally referred to our project due to reported outbursts in the home environment due to seemingly small triggers, such as, disconnection of internet and inability to play online games. Incidents of emotional dysregulation was also reported at MOL, group dynamic challenges due to poor self-care, neurodivergence and reduced integration in class. It was also reported that YP2 came from a socio-economically disadvantaged background.

YP2 accessed an initial person-centred coaching session where it transpired YP2 was experiencing and had done all his life incredible complexities including, significant financial challenges, family mental and physical health challenges, learning disabilities, organisation and home management challenges, lack of awareness on YP2's neurodiverse needs, self-esteem and confidence challenges and reduced social interaction.

The support given to YP2 through our project included:

➤ Regular one-to-one person-centred coaching sessions for wellbeing check in a support.

➤ Behavioural and emotional management - our on-site coach was called upon by MOL tutors to support YP2 during meltdowns. Our coach was able to provide an immediate response to YP2 ensuring the safety and wellbeing of both YP2 and peers. Within the restraints of the environment, our coach created a safe space where YP2 was able to express his emotions and regulate. Previously, family was called and managed the situation by either removing YP2 from the education provision or asking YP2 to suppress his emotions.

➤ Home visits including family coaching and supporting YP2 advocate for his needs and wants and address these before his family. It was important to build a trusting relationship with YP2's family in order to address certain challenges. The holistic approach of our project enabled such family

visits which allowed our coaches to gain a further insight into YP2's needs.

➤ Organic in-class support - our coach would often be part of the classroom environment with the focus to improve YP2's peer integration and enhancing learning experience without singling YP2 out. Our coach provided a personalised support by getting to know YP2 in his learning environment and working on his attributes which often he could not realise for himself. The coach fostered social interaction, addressing emotional challenges and preventing emotional outbursts as was able to de-escalate before it presented as a challenge.

- Financial crisis assistance. This included supporting YP2 to access emergency funds and resources needed to meet basic life needs such as food and heating.
- Accessing benefits - Due to the family's vulnerabilities and challenge to navigate systems, YP2 and his family were not in receipt of funds eligible to the family. This resulted in a considerable worsening of circumstances.
- Multi agency support - YP2 and his family experience significant challenges across all domains of life. However, the family's vulnerabilities, learning needs and negative connotations with outside agencies, such as social services, created a massive barrier in addressing YP2 and his family's needs.
- One to one coaching developing executive functioning skills through meaningful activities. This included sessions to places of interest, music related activities, gentle exercise, cooking, discussions of topics of interest and transferring skills needed in those circumstances to develop communication skills to attend a doctor's appointment, for example.

➤ Travel independence training - Coaching sessions to develop independence around using public transport. Through the connection our coach developed with YP2, understanding what was meaningful and interesting, created coaching sessions where YP2 attended places of interest whilst developing independent travel skills. This included organisational aspects of using public transport and physically using public transport, such as a bus. The session was focused on broadening YP2 life out of MOL and accessing places of interest. The focus was not on YP2's inability of using transport but rather on him accessing a place of interest.

➤ Referral to social clubs - YP2's social experiences were reduced to his education setting and the ever increasing vulnerable home environment. Considering YP2 is in his early twenties this is significantly reduced social experience. Through Family Pathway's collaborations with local agencies accessible to YP2. Our coach was able to refer YP2 to social clubs and activities suitable to meet YP2's needs and interests. Our coach was able to educate and prepare the chosen setting to enhance YP2's experience as well as coach YP2 with the skills and confidence to attend the social club.

➤ Post MOL progression opportunities - Due to YP2's complex needs, traumatic past experiences with education provisions and age, his options post completion of level 2 were extremely reduced putting YP2 at a high risk of becoming NEET. Our coach worked intensely with YP2 to seek training opportunities. YP2 accesses another Family Pathway project - Kitchen Project - working towards gaining qualifications, supported work experience, volunteering and accessing employment.

➤ Group coaching sessions. Our coach linked YP2 with like minded peers that also needed to develop similar skills to YP2. The group sessions created a sense of belonging and community fostering shared goals, interdependence, social interaction, diversity, problem-solving, peer support, ownership, celebration of successes, accountability and opportunities for learning and growth. The group sessions reduced feelings of inadequacy and having things “done to him” and be part of group development.

➤ Independent living skills. Including sessions on budgeting, meeting self-care needs and cooking.

YP2 accessed a safe environment where he could work on skills that will enable him to overcome the challenges him and his family have always experienced as opposed to continuously depending and feeling helpless and the sense that he must rely on others to “solve his problems”.

Outcomes:

- Independently attends kitchen project - a reduced dependency on family members.
- Attends social club in local area.
- Increased social interactions and expansion of social group.
- Post MOL placement in kitchen project and working towards qualifications and work experience placement.
- Developed healthier coping strategies to regulate emotions.
- Increased independence travel. YP2 can use some transport independently.
- Increased receipt of certain benefits for him and his family.
- Completion of course at MOL.
- Reduced absences from MOL due to emotional dysregulation.
- Family is now in receipt of enhanced support from multi-agencies.
- Increased confidence and self-esteem.
- Skills to manage home needs more effectively.

Case study 3

Part of Family Pathway's project at MOL is to invite all students for an initial one-to-one coaching session to begin to build a relationship and connection and ascertain if there are any needs that are not being addressed and impact the overall learning experience and outcome for the learner.

Through the initial chat with YP3 and observations during the coach's time during in-class support, it was identified that YP3 had significant sensory challenges, low confidence, and self-esteem as well as anxiety challenges significantly impacting on YP3's ability to fully engage with all that the course offered. Furthermore, YP3 is approaching her mid-twenties and when initially met with our coach was predominantly dependent on parent's support for everything. This included house chores, cooking and managing any issues and engaging with other services. YP3 also lived a significant distance away from MOL.

YP3 expressed that she found it difficult to express her needs and even having a conversation with peers and staff. YP3 expressed that she had a desire to engage in the activities on offer as part of her course, such as community outings and group work. However, this was extremely challenging for YP3 to manage despite being something she wanted to engage with.

The support given to YP3 through our project included:

- Person-centred coaching sessions. This included face to face and remote to support develop skills as well as positive habits.
- Home visits.
- Providing staff with education on sensory challenges and advising on practical adaptations to enable a more inclusive environment conducive to YP3's needs.
- Coaching on accessing motability grants.
- Sensory profile assessments.
- Awareness around neurodiversity/neurodivergence.
- Coaching in the process of obtaining ADHD diagnostic assessment.
- Coaching in the process of obtaining ASC diagnostic assessment.
- Liaising and connecting YP3 with tutors, supporting YP3 in expressing needs effectively to tutors.
- Exploring opportunities for independent living and navigating this system.

- Coaching around post MOL progression options. This included coaching around negative-self talk, reducing anxiety, liaising with other education provision to support smooth transition.

- Developing communication skills.

- In class support to develop social skills, mitigate sensory challenges and develop confidence to enhance classroom integration and overall learning experience.

Outcome:

- Enhanced learning experience. YP3 increasingly took a more active part in class and attended community outings.

- YP3 was showcased in a music conference in an unfamiliar environment.

- Connection with staff.

- A sense of belonging to course and peers despite a notable difference in interests, life experience and age.

- Staff gained an understanding of YP3's sensory challenges and addressed these enabling YP3 to feel more understood and integrated.

- YP3 is now living independently with outside support. YP3 lives in proximity to MOL and is able to attend post-progression group.

- Completion of studies at MOL.
- Attended level 3 interview at CAVC.
- Completed neurodevelopmental pathway pre-assessment process.
- Increased independence in managing calls with other agencies/services.
- Attends some social events.
- Developed friendships within MOL setting.
- Reduced anxiety in social and unfamiliar settings.
- Increased awareness on neurodivergence and impact on everyday living. Empowering YP3 to manage her intricacies with a newfound understanding.
- YP3 has own vehicle and is awaiting on driving lessons to commence.
- Exploring employment opportunities.
- YP3 has moved into her own flat and is living independently.
- YP3 now has a boyfriend and is getting on well.

Written by Person Centred Coach and Programme Director -
Mariana Gomes. Supervision by Elsa Torres.