



POSITIVE PERSPECTIVES OUTREACH LTD



# Re-engagement Case Study

## Fundamental Elements

Establishing  
trust



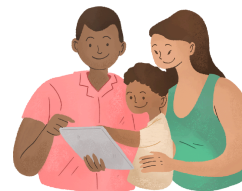
Self  
awareness



Educational  
goals



Family  
support



Multiagency  
working



## Background

*April 2024*

Sitting around her kitchen table, Holly described her son Fred and the challenges he had been facing. Fred was an academically able student in year 4 who was interested in Pokémon, Harry Potter, cats and Lego. Fred had been experiencing severe anxiety every day around school for years, masking on site but displaying signs of dysregulation at home. For Fred, this suddenly hit crisis in February 2024 as his attendance dropped from 97% to 0%. He expressed his anxiety both physically and verbally, exhibiting self-harming behaviours and causing harm to family members. His parents faced the difficult decision of separating him from his younger sibling to ensure safety. Emergency services had been involved, but ongoing support was limited. Fred experienced situational mutism, difficulty acknowledging emotions, sensory issues related to clothing and food, and sleep challenges. Before his school absence, Fred masked his anxiety in front of peers and staff, but the behaviours he displayed before and after school became increasingly erratic.

# Intervention

Summer Term 2024

## Student



We began working with Fred on a one-on-one basis at his home once a week for an hour to build trust. Using interest-based activities such as Lego therapy, gardening, cooking and Pokémon walks, we fostered a sense of safety and established a genuine relationship with Fred. During these sessions, we identified his preferred communication style and developed a PACE model approach that he responded to positively. Once Fred achieved emotional and physical stability, we increased our sessions to twice weekly, incorporating elements of academic and emotional education, self-awareness and self-regulation.

At crisis we were also able to coach Holly through challenging times as and when needed with proactive regular meetings also taking place. During these meetings, we reviewed day-to-day experiences, identified trends, understood the communication behind behaviours and devised strategies to alleviate Fred's discomfort. Topics addressed included his sensory needs, sleep difficulties, physical aggression, sibling tolerance and academic goals. Holly identified upcoming transitions likely to cause Fred distress, allowing us to create a support plan. We assisted the family in obtaining a diagnosis of autism with ADHD and recognition of the burnout Fred experienced.

## Family



## School



As Fred's needs were met, he felt understood and his true personality was shining through. He established a regular sleep routine, showed excitement for his interests and enjoyed time with his family. His cheeky sense of humour had returned and he was making us laugh at every visit. However, Fred missed his friends, and it was his desire to return to school but he did not feel able. We contacted Fred's school, offered training, facilitated a person-centred planning meeting, and conducted a Positive Perspectives 1:1 Session with Fred and his class teacher. We also attended multidisciplinary meetings, where a phased transition was planned, and an IDP was drafted. We supported Fred in accessing special visits with school, ensuring every interaction was positive and had unique elements to make him feel safe.

# Outcome

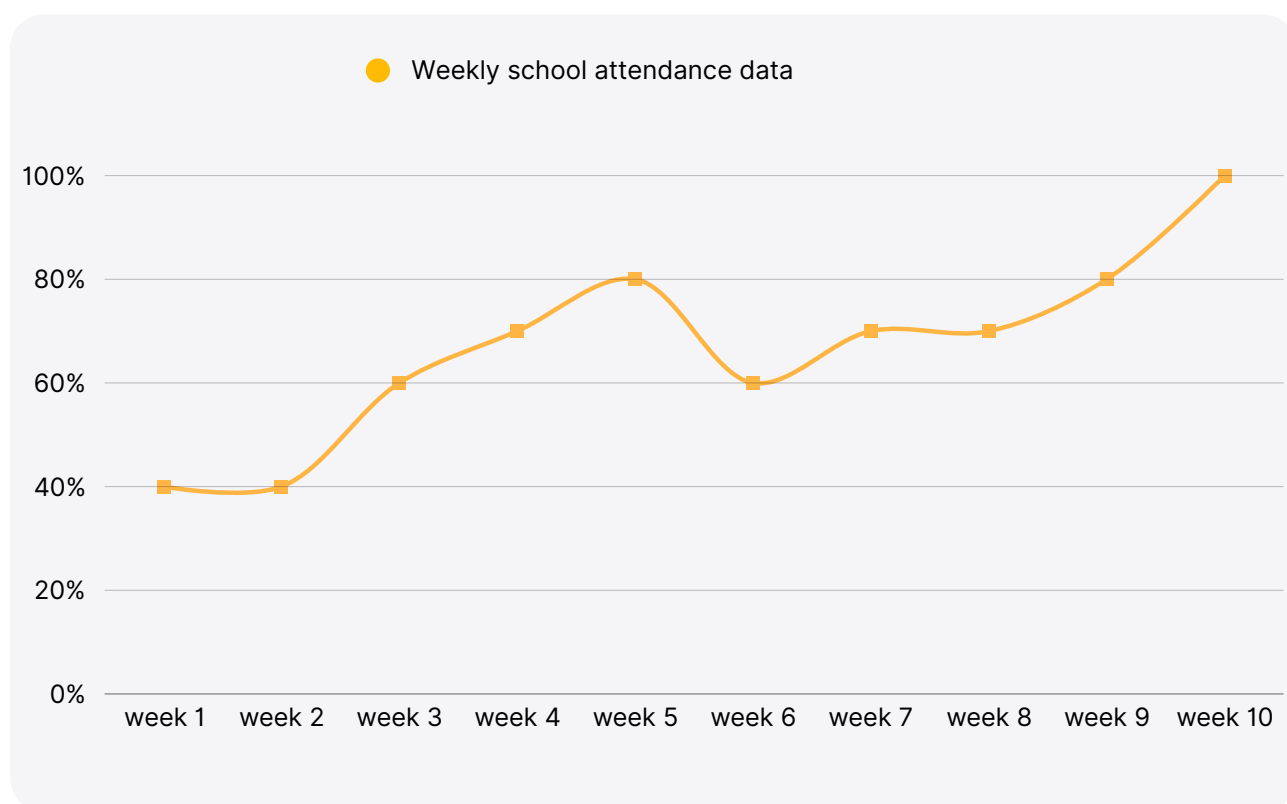
September 2024

In the term following our support, Fred returned to school and met his targets for the phased transition. He now enjoys spending time with his friends, building relationships with staff, and is thriving academically. Holly reflected that one of the most impactful aspects of this intervention for her was how she was empowered and supported to advocate for her son.

We are immensely proud of Fred and Holly's achievements and honoured to be a part of their journey.

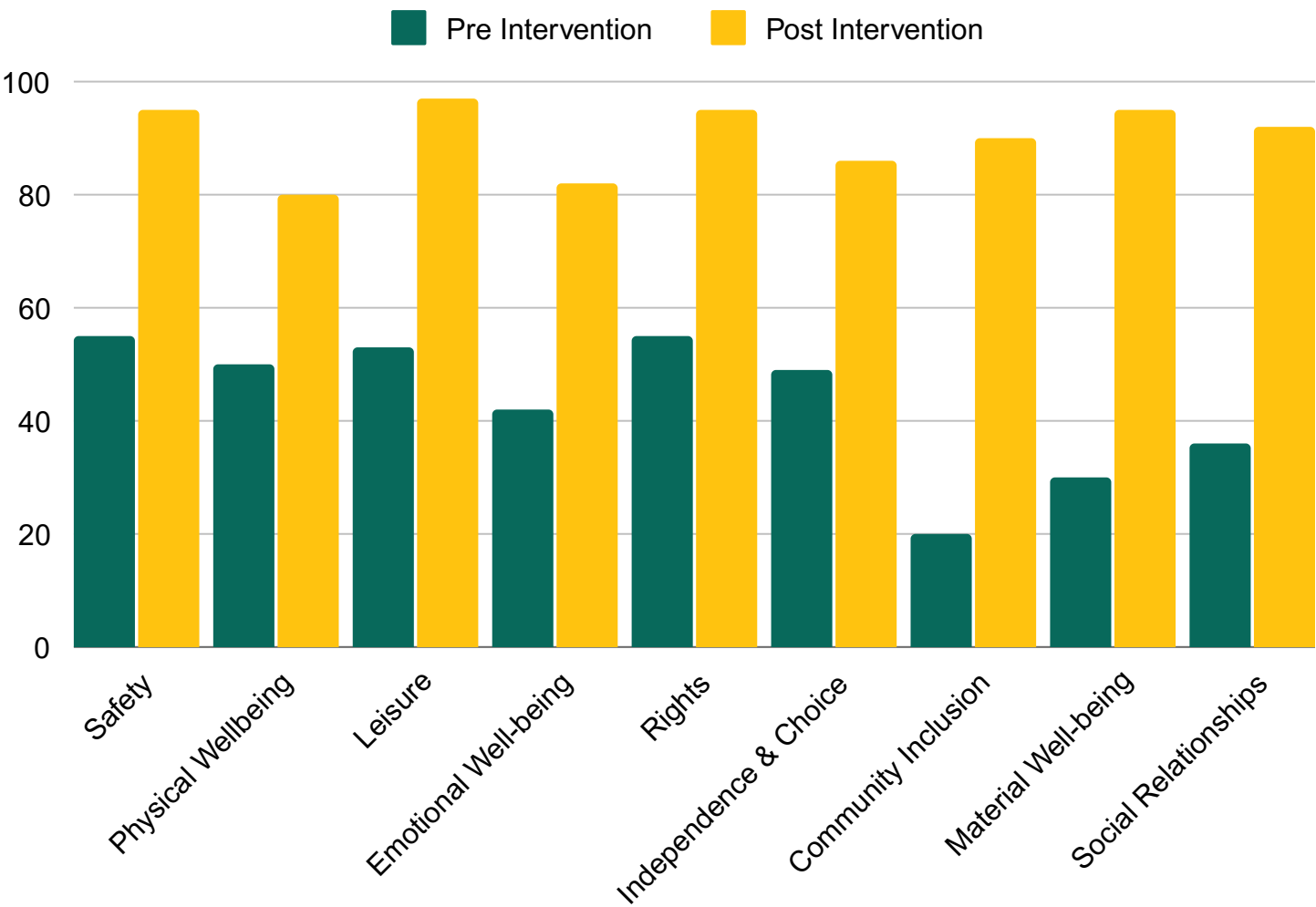
## Data

### School Attendance following re-introduction



***This chart shows Fred's attendance data during once we had facilitated his re-integration to school.***

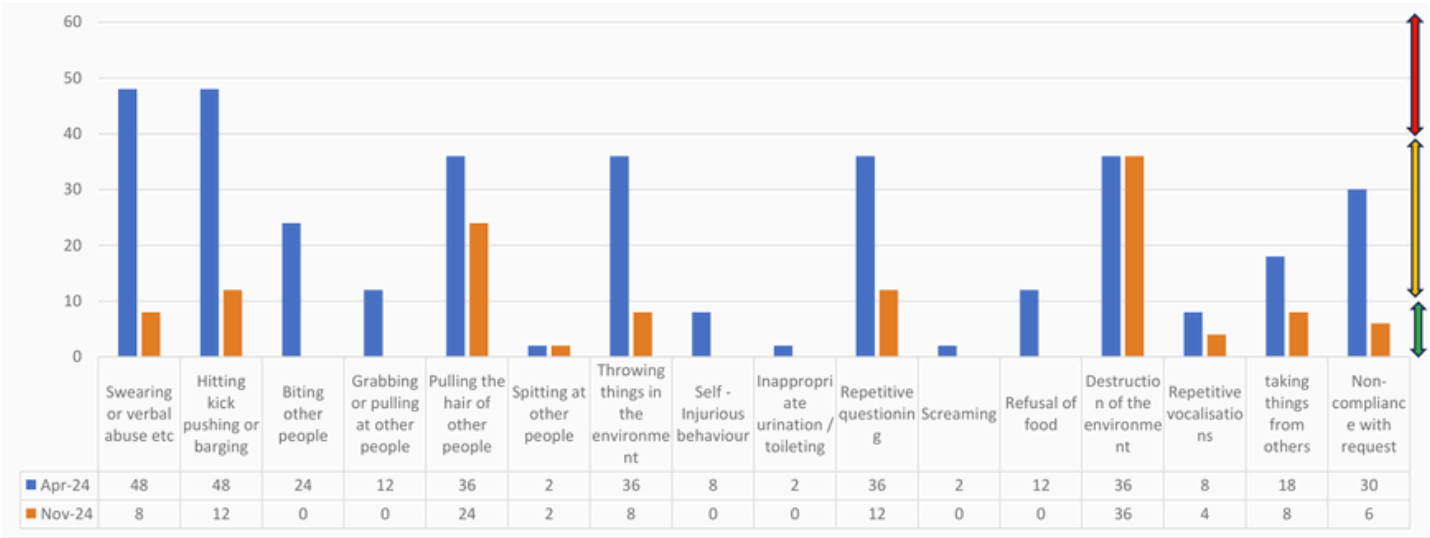
# Quality of Life Data



Area	Apr-24	Nov-24	Change
Social Relationships	36%	92%	+56%
Material Well-Being	30%	95%	+65%
Community Inclusion	20%	90%	+70%
Independence & Choice	49%	86%	+37%
Rights	55%	95%	+40%
Emotional Well-Being	42%	82%	+40%
Leisure	53%	97%	+44%
Physical Well-Being	50%	80%	+30%
Safety	55%	95%	+40%

‘The data indicates a remarkable overall improvement in quality of life from April to November 2024. The increases across all areas suggest effective interventions and support systems have been put in place.’

# Behaviour Assessment Rating Tool (BART) Following Intervention



The assessment results from April to November 2024 show remarkable progress in reducing many concerning behaviours, particularly aggressive and self-injurious actions. The data suggests that interventions have been effective, leading to a safer and more positive environment for the young person.'

## Parent Voice

I cannot recommend Positive Perspectives highly enough. The difference they have made to our whole family has been huge, and they have given us such support at the most difficult of times. We have been amazed at the progress our child has made and the difference to his happiness and wellbeing as a direct result of the encouragement and support we have received. Christine has also helped us feel much more confident in advocating for our child more effectively, and we owe his ability to return to school with suitable accommodations to the support she has given.



## Contact Us

For further information, email [admin@pp-outreach.co.uk](mailto:admin@pp-outreach.co.uk) or visit [pp-outreach.co.uk](http://pp-outreach.co.uk)