

Jack



When Jack started at Orchard Hill College, he was very insecure, frightened, would not leave his classroom, would not interact unless it was challenging interaction. He found it difficult to trust people and to build positive relationships, he did not like to take part in activities and always challenged by scratching or pulling at clothing when asked to.

Jack had very big issues with personal care (PC) and would go all day without going to the bathroom because he did not trust anyone to take him. It took some considerable time for him to trust staff to take him to PC but he still found it difficult and would challenge.

When coming and going into the college building he would have to use the side door away from other learners and carers. Jack did not like people to approach him so at lunch times staff would put his lunch on the table at the side of him.

Jack had been with us a while when he started to gradually build relationships with staff and started to leave his classroom to visit the class across from his. He started to accept PC with very minimal or no challenges, he started to go

out of his classroom more often visiting other classrooms, interacting in the corridor with Polly and other his staff. In the summer of his third year, Jack started to use the main door both mornings and afternoons. He started to visit the community, shopping, going to the park, travelling on public transport, cycling, visiting the local farm and garden centre, swimming, going to Phoenix centre dance group, visiting the college allotment.

Jack took part in work experience at the local coffee morning giving out leaflets, at the art gallery in Sutton, and interacting with the public selling plants at the front of the college. Jack now enjoys hydro where he is learning to swim using floatation aides. Jack is also attending a leisure course (cooking and music) where he is learning to cook (making a variety of dishes with support).

To support Jack to develop his trust in staff, we used social stories, role play, a quiet environment, giving him choices, listening to what he says, giving him space, using a communication book where he would point to what he wants, symbols, pictures. Bargaining with Jack (ie try it if you don't like it we won't carry on) , using his sense of humour. We did not put too much pressure on Jack but let him work on his own terms, this way we reduced his anxiety.

We use a gentle approach with Jack, we do not restrain him when he is challenging by stratching us but move out of his way talking to him calmly, show him you are confident and that you like him. If Jack picks up that you are frightened of him he will challenge more.

Give Jack lots of praise, cheering and clapping when he has achieved, he will join in and will want to continue to do more.