

DEVELOPMENTAL MAPPING EXERCISE How old Am I?

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This resource is part of the Informing Futures toolkit, a free online resource for practitioners seeking to understand and support care and custody experienced young people.

For more information or queries on any of the topics covered in this toolkit, or to find out about training and consultancy we can offer please contact enquiries@1625ip.co.uk

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DEVELOPMENTAL MAPPING* EXERCISE HOW OLD AM I?

Profile 1

- I am living in supported accommodation
- I find it hard being around other people. Lots of noise and activity can make me react violently.
- I like to colour and find this very calming
- I am approx. 5'8" tall and of slim build
- I don't really have any friends of my own age
- I sometimes spend time with my aunt and uncle but prefer to be at home gaming
- My flat is quite new and I am enjoying getting new furniture and making it nice. I helped my support worker put together some flatpacks last week.

Profile 2

Ellis is struggling at school and has been getting support from the behaviour unit as he is very disruptive in class. He finds it hard to sit still and teachers complain that he looks for trouble, antagonising other students and stopping them from getting on with their work, being verbally abusive and taking other peoples belongings from them. Ellis tells the behaviour support staff that he wants to be friends with some of the boys in his class but they either ignore him or make fun of him, making comments about his clothes and his hair.

Ellis' mum complains that she cannot manage his behaviour at home. There is a lot of conflict and if he cannot get what he wants he will be destructive, throwing things and shouting, although he has never thrown anything at her or hit her.

Ellis has been referred to an after school rugby programme where coaches report that although he demands a lot of supervision from the staff, he is engaging really well and showing talent for the game. They have provided him with a loan kit after he turned up with inappropriate clothing for the first session.

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