

C.O.S.S.

REVIEW REPORT

REVIEW NUMBER: 1

DATE OF REVIEW: 26/9/00

COMPILED BY: Bill Miller

NAME OF CHILD: Kevin McGowan

KNOWN AS:

DATE OF BIRTH: 9/4/86

AGE: 14

LEGAL STATUS: 70(1)

DATE OF ADMISSION: 7/6/00

NAMED GUARDIAN: Alice McGowan

RELATIONSHIP: Mother

ADDRESS: 8 Fergus Drive
Fancy Farm
Greenock

PHONE NUMBER: 01475 793682

CONTACT NO.:

KEYWORKER: Bill Miller

SENIOR: Anita Carvalho

FIELD WORKER: Harry Scott

SENIOR: David McAleer

DATE OF LAST REVIEW: First review

DECISIONS OF LAST REVIEW **PERSON(S) RESPONSIBLE**

- 1.
- 2.
3. N / A
- 4.
- 5.
- 6.

PROGRESS ON THESE DECISIONS

- A.
- B.
- C. N / A
- D.
- E.
- F.

COLLABORATIVE SERVICE INPUT (IF APPROPRIATE)

HOME / FAMILY SITUATION

The McGowans present as being a caring family who are struggling to cope with Kevin's behaviour. His parents are asking for more help in trying to understand and deal with this negative behaviour. To assist in this his parents have been invited to attend a "parenting group", which is being run by Kibble in partnership with another local authority. This will not solve the problems but it will give them new skills and coping mechanisms, it will also put them in touch with several other parents in similar situations.

COMMUNITY PROFILE

Kevin's profile within the community is steadily rising and in the last few weeks he has been involved with the Police. On one occasion his mother contacted them to say he was drunk and refusing to return home they picked him up and returned him home at 1 am. The next time he was reported missing as he did not return home after school on 15/9/00. He spent the weekend with a residential boy at his home. Kevin returned home on 17/9/00 under the affects of drugs.

It is not unusual for Kevin to spend his nights wandering the streets. This is causing his parents a great deal of stress as they are frequently out looking for him at 1 am

HEALTH

Kevin appears to be in good health. However he does smoke (without his parents permission) and he is increasing his drug and alcohol intake.

PROGRESS IN C.O.S.S.

INDIVIDUAL:

Kevin joined C.O.S.S. just before the end of term, so it was difficult for him to settle into any routine. During the summer he took part in most of summer programme. However, he did not attend the camp, which I am sure he would have enjoyed.

FAMILY:

Kevin's family were very pleased when he became a day boy, from residential. However, there has been little if any progress since then if anything the situation has deteriorated. On a positive note his parents would still rather work towards finding a solution rather than have Kevin move back into residential care.

GROUP:

So far there has been little chance to assess any progress as Kevin did not attend a group before the summer and for various reasons, i.e. petrol shortage and Kevin's non-attendance, there has only been one proper group since term started.

SCHOOL / EMPLOYMENT

For educational update please read attached report.

There has been no improvement in this area as Kevin continues to do little work in class, when he is here.

AREAS OF CONCERN

There are a few areas in Kevin's life that are causing grave concern at this time. These are:-

1. The fact that he is happy to walk the streets all night and sees nothing wrong with this.
2. His level of drug and alcohol misuse.
3. His attendance and lack of co-operation within class.
4. The level of stress that he is causing his family, it is unlikely that they can put up with this much longer.
5. The increasing Police involvement, including charges that have to be dealt with at a forthcoming panel.
6. Perhaps the most concerning thing is the fact that he does not see that he is doing anything wrong.

On 20/9/00 Kevin was involved in a serious incident. He had been walking across the campus on his way to class and was smoking. A member of staff saw him and asked that he put out the cigarette. Kevin refused and made a few inappropriate comments. He kept walking away from the member of staff, who was forced to put his hand on Kevin's arm to stop him. Kevin tried to shrug him off and they both fell. At this point Kevin started violently lashing out and had to be restrained. During the restraint Kevin banged his head on the ground, causing a bump on his forehead. The police have been involved and this may lead to Kevin being charged with assault.

AREAS OF STRENGTH

Kevin can be a very pleasant boy particularly in a one to one setting. He has a good sense of humour which was evident during the summer programme.

On the whole Kevin's behaviour does not cause a management problem, although on occasions there have been exceptions to this. Generally he has a very laid back approach to life.

CARE PLAN GOALS

SHORT TERM:

1. To reduce the number of occasions where Kevin walks out of class.
2. To increase Kevin's work output in class
3. To encourage Kevin to return home at a reasonable time at night.
4. To explore his drug and alcohol misuse.
5. To help Kevin understand the implication of his actions.

MEDIUM TERM:

1. Kevin to be able to complete a full week in class without any problems, on a regular basis
2. To reduce Kevin's alcohol and drug intake.
3. For Kevin and his family to re-establish a reasonable level of trust.

LONG TERM:

1. For Kevin to sit four Standard Grade exams in May 2002
2. For Kevin not to be abusing alcohol or drugs.

SUMMARY

At this time there are various areas in which we need to see some improvement from Kevin. The main one being Kevin's "I'll do as I like" attitude, particularly with his parents and within class.

CONCLUSION

Mr & Mrs McGowan and Kibble are prepared to help Kevin work through the problems he is having. However, we do need to see an improvement soon or the panel may take matters out of our hands. This is not meant to sound like a threat but rather a statement of fact. We will offer all the help and support we can but the only person who can change anything is Kevin.

Signed: _____

B. H. Miller

Keyworker: _____

B. H. Miller

Date: _____

27/9/00

Project Manager's Signature _____

A. Canally

Kibble Education and Care Centre

Interim Education Programme

S3 / S4 format

This document is the pre-cursor to a complete Individualised Education Programme (IEP) for a young person at Kibble Education and Care Centre. This document is designed to provide information on the young person's educational status at the time of the young person's first review (if the young person has been recently admitted) or if a young person's review is scheduled near the beginning of the school year. This document has a life span of no more than one month as detailed targets, both academic and PSD, will soon be added making this document far more individualised and hence an IEP.

Young Person's Details

Name	Kevin McGowan
Date of Birth	9/4/86
Date of Admission	16/2/00
Present Date	26/9/00
Unit	Ext. Day

I.E.P Staff

Co-ordinators(s)	Ms Harte
	Mr Govan
Learning Support Specialist	Ms Baird
Key Tutor	A. Cardie
Key Worker	B. Miller

Whole School Educational Outline

Approaches to learning and teaching

The young person will be taught in an inclusive, safe, structured environment which invites the young person into the learning experience. While individualised learning is promoted through frequent one to one tuition within the classroom, paired or small group work and teacher led lessons to the whole class are key parts of learning and teaching at Kibble. All teaching staff are constantly aware of short term targets for each young person they teach and adapt to each individual learning style accordingly.

We aim for all learning resources are age, ability and socially appropriate such that the young person is both stimulated and challenged by the task set.

Assessment and recording procedures

In all subject areas the young person is assessed through a variety of means. All classroom staff respond to the young person's need for positive reinforcement through accurate correction of completed work and delivering appropriate extension materials.

Teachers record the young person's work in daily Records of Work and report biannually in full education reports. The young person's Key Tutor will attend his Reviews and therein act as a liaison between the young person, care staff, other agency staff and education staff.

The young person will always be given verbal feedback on a period to period basis.

Staff involvement

All subject teachers will support the young person in class at all times by giving him positive reinforcement, understanding and direction. He will also be supported between classes and during breaks by members of the Care Staff supervising the education buildings. In certain classes, such as Woodwork, there is a technician available at all times to provide extra support and guidance. Where necessary, certain pupils will receive one to one support from a classroom assistant who will shadow them throughout the school day. Young persons placed in the two Intensive Support classes receive extra support throughout the day from two full-time classroom assistants.

The young person's Key Tutor will keep all education staff aware any aspirations or anxieties he has at any time and this process will also operate in a similar way between the young person's Key Worker and Key Tutor such that there is two way communication on the young person's progress 24 hours a day, 7 days a week.

Other relevant points (resources, learning contents, etc.)

Almost all classrooms are now resourced with a multimedia PC.

Mini Profile of S3/ S4 Curriculum

English	Standard Grade
Mathematics	Standard Grade and Higher Still Units
Modern Studies	Standard Grade
Science	Standard Grade
Art	Higher Still (Access 2 & 3)
Computing	Higher Still (Access 2, 3, & Int 2)
Music & Drama	Higher Still (Access 2 & 3)
Home Economics	Higher Still (Access 2 & 3)
PE	SQA Modules in numerous areas
Practical Craft	Higher Still (Access 2, 3 & Int 1)
Technology	Higher Still (Access 2 & 3)
Electronics	SQA Modules
RMPS	Higher Still (Access 2 & 3)
PSD	SQA Modules

Extraction periods

A number of the most popular subjects also offer extra tuition slots which pupil's must first earn by displaying positive behaviour then opt into the subject area they wish to develop further. These subjects currently are as follows :

Physical Education - basketball, football, trampolining and rugby training (often linked to school team training)
 Drama – drama workshops taught by Music & Drama teacher and FE specialist
 Home Economics – healthy cookery classes
 Intermediate 1 Practical Craft – advanced project wood work
 French – beginners' and intermediate level French language classes

Leavers' College

When the pupil is within 6 months of his school leaving date he will join the Leavers' College on a full or part time basis depending upon whether or not he is yet to sit his Standard Grade exams.

The Leavers' College develops the more vocational aspects of the pupil's education. Each boy will be offered stimulating and challenging work placements, the specific nature and frequency of which will very much depend on his own choices and priorities.

Youth.com is a new initiative providing every Leaver with the opportunity to gain more advanced ICT skills with the focus being on effective use of the internet and email.

Gowan wk beginning 18/9/00

Glance at current progress in Education

These two grids indicate how the young person is developing both academically and socially in each subject area of the school. Using the key below each grid, teachers can give an up to the minute evaluation of progress their subject area.

Academic Progress

English	Maths	Mod Studs	Science	Art	Comp Studs	Music & Drama	Home Ec	PE	Prac Craft	Tech	Electronics	RMPS	PSD
0 <i>(when in attendance)</i>	?	0	?	X	?	? <i>only att. a few classes</i>	X	?	N/A	<i>one visit to class</i> X	N/A	0	? <i>few classes</i>

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doing extremely well – progressing beyond all expectations

0

doing well – progressing in line with expectations

?

some concerns – having minor occasional difficulties

X

major concerns – having frequent, significant difficulties

PSD Progress

English	Maths	Mod Studs	Science	Art	Comp Studs	Music & Drama	Home Ec	PE	Prac Craft	Tech	Electronics	RMPS	PSD
0 <i>(when in class)</i>	0	?	?	?	?	?	X	?	N/A	<i>never in class</i> X	N/A	0	?

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doing extremely well – interacting positively, supporting others and having fun

0

doing well – interacting appropriately on a consistent basis

?

some concerns – sometimes having difficulty interacting appropriately

X

major concerns – frequently failing to interact appropriately

Kevin NCS