

D.J.

MARK ASHTON

Interview with Dr. James 18. 8.83

I talked to Dr. James about our concern about Mark Ashton and the signs of depression that had been noted at home.

Mark was brought into Dr. James but hardly said a word. He did say that he did not need to see Dr. James because there was nothing wrong with him.

Dr. James agreed that Mark seemed low and symptoms described such as attracting bullying, sleeplessness etc. were all indicative of him needing help. Medication was a possibility but Dr. James was loathe to use it because of problems at weekends.

Dr. James will be seeing Mother 8th September 11.30 a.m. with Cathy Johnson. Mother obviously needs help and a lot of Mark's anxieties are bound up in Mother.

ROGER PERRY,
Group Leader.

Department of Education
Ayr Division

Child Guidance Centre
Wills Road
Ayr KA8 9NL

Principal Psychologist
Robert T Cairns BSc MEd ABPS



Tel Ayr 61738

Our ref RTC/ELK

Your ref

If phoning or
calling ask for Mr. Cairns.

Date 9th June 1982.

Mr. Scott,
Principal,
Thorntoun School,
Nth. Kilmarnock.

Dear Mr. Scott,

MARK ASHTON, 2 West Bow, Girdle Toll, Irvine. D/B. 2.7.70.

I enclose a report and school profile in respect of this boy whom I mentioned to you last week. I would be grateful if you could consider him for a day placement as soon as possible. I look forward to hearing from you.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "R Cairns".

Principal Psychologist.

A handwritten signature "Thorntoun" enclosed within a hand-drawn oval.

2/9/82
✓ By plane
not much details

All communications to be addressed to the Principal Psychologist

Child Guidance Centre
Wills Road
Ayr KA8 9NL

Principal Psychologist
Robert T Cairns BSc MEd ABPsS

Tel Ayr 61738

Our ref RTC/JMcC

Your ref

If phoning or
calling ask for Mr. Cairns

Date June 9, 1982

MARK ASHTON, 2 West Bow, Girdle Toll, Irvine - D/B 2.7.70.

Mark was admitted to Kirkmichael House on April 19, 1979. He had been referred to the Child Guidance Service as long ago as 1975 for aggressive behaviour towards other children both in and out of school. There were certainly constitutional factors involved in his early restlessness and demanding behaviour and, at the time of referral to Kirkmichael House, there was strong rejection of Mark being shown by his father, and great strain on the marital relationship.

Mark has progressed slowly but steadily in Kirkmichael. He presented an enigma educationally in that he appeared to exhibit signs of severe perceptual difficulties. Moreover, this eventually proved to be unfounded and it became apparent that motivational factors were the prime problem. Mark liked to do things his way, refusing correction or help however it was offered. He was suspicious of the teaching staff and only when he learned to trust them, and gradually came to accept help, did his work improve. He has made considerable strides and his most recent reading age is 8y.11m. on the Daniels and Diack Standard Reading Test, and he reads fluently at that level. He is beginning to enjoy personal reading.

Mark can still show behavioural difficulties, although he is no longer isolated and withdrawn, as he was when he came to Kirkmichael. He can make friends both in Kirkmichael and at home. Recently his behaviour and application to work have become more erratic, due no doubt to difficult family circumstances. Father left home about six months ago and it seems likely that the separation will end in divorce eventually. Father shows no interest in Mark *3rd party information* Aaron, *3rd party* Mother is not prepared to have father back on the terms he proposes. Although the split in the marriage is obviously one that is not solely concerning Mark, he obviously feels a great deal of guilt over it and assumes that it is at least partly his fault.

We concluded that Mark's original problems have stemmed from the poor relationship with his father. He had always been a restless, difficult child and father appeared to view Mark as a failure. During the time I have dealt with the case, I have tried on a number of occasions to assist father to take a more positive approach to Mark, but he has found this difficult, regarding Mark as a disappointment to him, and being somewhat /

ashamed of him. At the end of the summer vacation, 1981, father had become openly rejecting and verbally aggressive towards Mark.

Mark has been long enough at Kirkmichael and is desperately anxious to return home. I feel that to keep him longer there would undo any good that has been done with him. I still doubt mother's ability to cope at home with him without a great deal of support, and he will find it very difficult to fit into a normal school class. I quote from Mr. Gardiner's report (teacher at Kirkmichael House):

"Mark is performing at a Primary 4 level as far as his written work in Maths and English are concerned, but this is not a true indication of his ability. Mark displays often ingenious problem solving techniques and has an excellent memory for something which interests him. When motivated he can improve his performance to extraordinary levels. Unfortunately, there is no consistency in Mark's work, thus making it difficult to come to a judgement on where he would best be placed in a school. Ideally, Mark requires specialized schooling which could take account of his erratic learning habits."



Principal Psychologist

Copy to: Mr. Waddell, Education Officer.

KIRKMICHAEL HOUSE.

Pupil's Profile - ENGLISH.

Name Mark Ashton Date of Birth 2/7/70 Date 25/4/82

- (1) Reading: Cannot read/ready to read/has little basic sight vocabulary and poor work attack/reads hesitantly/reads moderately well/reads fluently/reads fluently and with expression.
Neale-Analysis: C.A. 11, 10, 10 R.A. 8, 11, 10 Comp. -
- (2) Spelling: Cannot spell/spells phonetically only/makes little use of rules/ can spell but is careless/accurate.
- (3) Comprehension: Reads without understanding/has moderate recall/reads with understanding/is able to infer/appreciates figurative language.
- (4) Mechanical Writing: Cannot write/can form letters when copying/can form letters from mental images/writes fluently but untidily/writes fluently and neatly.
- (5) Creative Writing: Cannot commit thoughts to paper/writes poorly and with no imagination/writes imaginatively but with poor structure/writes with good structure but little imagination/writes well.
- (6) Speaking: Hardly speaks/communicates but not spontaneously/talks without thinking/communicates moderately well/communicates freely and effectively.
- (7) Listening: Inattentive/has a very short concentration span/concentration good when interested/alert and responsive.
- (8) Interpretation of Instructions: Cannot follow/needs help/does not try/interprets accurately.
- (9) Use of Reference Books: Cannot use/can use when guided/makes reasonable use of/uses effectively.
- (10) Appreciation of Fiction: Uninterested/enjoys listening to a story/enjoys personal reading.

Teacher

J. D. CARROLL

COMMENTS:

Reading is no problem now and he is developing an interest in personal reading. He has times very hard to produce acceptable written work and is succeeding (at a P4 level) with the exception of spelling which is still a great problem. His craft in writing can be very interesting. His ability to follow written instructions is limited.

MATHS. ASSESSMENT SHEET - KIRKMICHAEL HOUSE.

NAME

M. J. Jackson

Class

26/4/82

	Check	Date	Comment
<p>NUMBER</p> <ul style="list-style-type: none"> - Notation to Millions - Understanding of Place Value - Addition - Subtraction - Multiplication (short) - Multiplication (long) - Division (short) - Division (long) - Percentages 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>×</p> <p>×</p> <p>×</p> <p>✓</p>		<p>Understand H.T. & U.</p> <p>3 x 4 column addition and subtraction with borrowing.</p> <p>Needs constant revision of method.</p>
<p>VULGAR FRACTIONS</p> <ul style="list-style-type: none"> - Equivalence - Improper fractions - Mixed Numbers - Addition - Subtraction - Multiplication - Division 	<p>✓</p>		<p>Know $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$</p> <p>Fractions revision essential.</p>
<p>DECIMAL FRACTIONS</p> <ul style="list-style-type: none"> - (Place value to thousandths) - Addition - Subtraction - Multiplication (short) - Multiplication (long) - Division (short) - Division (long) - Division by decimal fraction 	<p>✓</p>		<p>Good at simple money problems and giving change.</p>
<p>Approximations</p>	<p>✓</p>		
<p>Ratio</p>	<p>✓</p>		
<p>Proportion</p>	<p>✓</p>		

	Check	Date	Comment
MEASURE			
Length - Relationship between mm., cm., m., Km.	✓		Completed in practical measuring
- Application of four processes in length	x		
Weight - Relationship between Gram., Kg., Metric tonne	✓		By kg. only Completed measurement of weight and estimation.
- Application of four processes in weight	x		
Telling Time - 24 hour clock			Can only tell the hour.
- Calendar Reading	✓		
- Use of stop watch			
Time, speed and distance	x		
Area - Rectangles			
- Triangles	x		
Volume - Relationship between: millilitres and litres, cubic centimetres	x		
Graphs - Statistical graphs	✓		Very simple column graph but understands easily,
- Straight Line graphs			
- Curved graphs			
Shape - Circles	✓		
- Triangles	✓		
- Angles	Right angles		
- Rotating and fitting	-		
- Diagonals	x		
- Regular 3D Shapes	Cube, cuboid, cylinders		
- Enlargement	+ triangular prism		
Understanding of mathematical language	✓		Poor but improving
Application of mathematical skills to problems.			On a simple level fairly good - shows initiative - sometimes unsuccessful but tries.

ASKTON

Week

2/7/70.

i Linda

16/3/83

TS since Feb 83.

Janie - Resident TS.

Was hospitalized residential

Fz left Lon 81-82. man feels guilt.

} Background.

Linda

Diff to sleep in unit - school.

Picked on in unit - unprovoked.

Debutante - gets a sketch - bashes.

No friends - tries to buy friends: lends Flynn clothes.

V. Restless. Tenses around: wee world of her own.

Diff to get to sleep. : Cries self to sleep.

Snatches things to self. Quiet. Am (Fm this week).

Laughs at cruel jokes.

Am - greedy. Night pants.

Trod Linda: hates wee brother.

Tends to run home.

Mo - probably fed up - him - slit self throat at home.

On roof - stands - screams - here. (not to jump off).

Mo - trying to do come somewhere - Artificial Am.

Don Clayton - try washed - can mania of. Home each WE.

not seen - "no where to be found."

17/3/83

Rodger

not made friends here. sets self up to be bullied.

bullied alone by 11-00. Am. Cries in bed at night.

Mo says she will share: gives in a bit.

one am. Diff. friend Trip. Came at pos

gave it up D.M. by nurse.

Jan - very polite +

2/14/83

Monday of 2000 change to Ambrosius hut.
Cross of boys built for to keep warm. Probably not fire starting.
Stayed some time: father # sent home - discarded hair.
No stopped going to college. Felt better the 8th at home.
Diff history.
Remembering yesterday. Told Lynn not on phone.

0/E came up.
Angry silence but worked through it.
Remind re accident - (father).
Should do work - Good reach etc.

Moved to St. D's last 2nd of term.
Still angry/bitterness.

18/8/83

Reps. "Dereed" in history.
Widder - moody - Emma.
Pam - expected last D. Being down the hut.
No - covered re math.

3rd party information

Aaron.

No - angry / close.
Chase for Ben Clapham - to Rodgers.
Rodger - math. Advance wk. : Integrated in youth hotel.
Mats suggestion.

has feelings for bullying etc.
"not enough love"

Sa Dr Chapman. ? Rx.

NEEDS to work

17/11/83 Reasonably chatty. Good eye contact
Says everything is OK in the fly. This is not true.
He is seeing a good deal of his father + expresses
anger towards him - (but will then ring him up
several times if he thinks he has upset him)
? Is he absconding as often as he used to.
?? Is it likely that a transfer to the sands if the above
were the case

3rd party information

U Review: Key worker - Mother inconsistent - threatening parcel + then
having him from for pines / ran away x 5 about mid term / (usually
as a result of bullying or wishing to run away from the problem) / Settling
well + doing good work /
School: Feeling that he is only just getting to feel that he belongs to
Thornton. Settling well / Made friends with a day boy / tries to please
↓ academically from missing out / Needs praise to re-inforce good effort
S.W. - Mother's inconsistency / no control over what at home - doesn't
stealing / Divorce pending with custody issues /

18/8/83

mother.

8/9/83

Rodger

Run away x2.

Bulldog

mine on his head (MORAN)
- from 4 or 5 birds none or by the
kept back by male.

Tho. wh. more in unit. Still attacking bullying.

Ev. St. - She to get off. Period depression.

2/18. Went Th. o.k. Boys passing on his bed again.

Mo & Cathy Martin

Mo pale and nervous...

1/2 Post got bed in clothes. Am. lies down to get ST. N. or.

1) Late to get off -- Read Am.

2) D.N. sneak to game

3) Comes upset if any out - to get back to home

4) Bangs about at home: often fed up & noisy. Gets in truck between window.

5) Then herself about.

- Reminds me quite a bit, "You sent me to Kilmartin school."

- not close as would like to be.

"I love you mum!"

2 yrs ago Fa left: - H. never accepted me.
C/N even - me & his problems.

Fa sees him as a problem to get rid of him. Mo feels that.

"Can you do what you doing - please - take you any"

"Please fight of you" - his eyes fill up. → Mo - Calms down.

Lies himself and weep.

5th level, please - me. After - nervous.

no more Am. Sad. Shakes - 1/2 hr.

Sleep. home 1/4 ago. Fa wait away.

Gingerbread. Friday Bannock of Tweed.

3rd party information

RESIDENTIAL ACTION PLAN

Child's Name MARK ASHTON
Key Worker Roger Perry
Date of last Review 20.12.83

Review of Case Conference Recommendation

Specific Residential Tasks in Relation to Review Recommendation

New Agreement Worked out March 9th 1984

5. Mark to stay at school from classtime Monday morning until dinner on Friday.
6. Beth Douglas Foran and Cathy are due to leave shortly.
7. Plan of fostering has been rejected.

5. If Mark can stay at Thornton without running home for 5 days, then he is entitled to have weekend leave every weekend. He will forfeit going home if he cannot stay during the week.
Mother has agreed to this and already she feels that Mark is more positive at home (helping out) and working towards a goal.
6. Alison Outhill still involved. Norma to take over the case if Mother will allow it.
7. We will be back to the inconsistent approach again, and wondering if Mark will get himself into serious trouble shortly.

KEY WORKER'S MONTHLY SUMMARY SHEET

NAME OF CHILD MARK ASHTON
DATE OF REVIEW 30. 1.83
NAME OF KEY WORKER ROGER PERRY
DATE OF SUMMARY February 1984

PROGRESS IN RELATION TO ACTION PLAN

- | | |
|-------------------|--|
| 1. Social Worker. | 1. Doug Foreman very much involved. |
| 2. Mrs. Ashton | 2. Mrs. Ashton been to local doctor to see about psychiatric help. Not gone to psychiatrist so far |
| 3. Future. | 3. Being looked at - see below. |
| 4. Positives. | 4. Best period was end of last term. He seems more disruptive this term but more accepted in the unit. |

ANY SUGGESTED NEW INITIATIVES

Moves are afoot by Social Worker to get foster parents for Mark. Mother has agreed. It is felt that there is no stability with Mum and uncertainty of her commitment after the divorce.

ANY INCIDENTS

Been put in time-out room often at night because of disruption. His pullover burnt by day boy ^{3rd party} if ii Ambivalent relationship with ^{3rd party information}

CLASS PROGRESS

Out of class a lot. Especially Fridays with day boys.

HOME SITUATION

Uncertain from day to day. Dad seems to be out of picture again.

MARK ASHTON

25/5/84 (Internal)

R. PERRY

P. DOUGLAS

1/6/84.

1. New S.W. - Tom McGuire.
2. Mrs Ashton has seen doctor.
3. Dad not been seen. Points to be seen below.
4. More negative this term - lost a lot of ground.
5. This contract has not worked this term, but seemed to work at first.
6. New key people taken post, and getting to know facts.
7. —

RECOMMENDATIONS
He needs 52 week care; smaller staff ratio; further away from home. Merton Hall to be looked at and other places.
We feel we are not helping him much.

ANY INCIDENTS

Many. Stolen tent from school. Running home. Shop lifting. Police involvement in holidays. Will he be going before a panel?

CLUB PROGRAMS

Not been attending much this term

HOME SITUATION

Mum says he is out of her control. Most evident at holiday

KEY WORKER'S MONTHLY SUMMARY SHEET - OCTOBER 1983

MARK ASHTON

Date of Review: 14. 3.83

Progress in relation to Action Plan

1. Little attention to Mum; no real restraints.
 - (a) Still needs to modify behaviour.
 - (b) Adults have been very firm since October.
 - (c) Dr. James has seen Mum.
2. Dr. James. Mark refusing to see him but we will keep trying.
3. Scapegoat. (i) Not so applicable in winter weather.
(ii) More encouragement needed to make model battlefield or scenery for train set. (Jeannie praised him in front of school for painting he did).
Being scapegoated is still one of the most worrying aspects of Mark.
4. Family visit. Done 6.10.83
5. Dave Clark - Done - no more planned.

Any suggested new initiatives?

Panel (Children's Hearing) needs to be called. Mother wants one, and we have a duty to report back to them after 7 running away incidents.

Any "incidents"

Latest absconding incidents between 27th - 31st October (4). Very unsettled period since October holidays. *3rd party* claims Mark urinated on his head which resulted in a lot of unsettlement. (Broken windows etc.)

Class Progress

Similar pattern.

Home situation

Mother is at the 'end of her tether' with him. He breaks into the house (windows and door broken) and takes her money.

The more positive side is Dad being involved more, and Mark going to Dad's in Glasgow.

RESIDENTIAL ACTION PLAN - JANUARY 1984

Child's Name: MARK ASHTON
Key Worker: ROGER BERRY
Date of Last Review: 20. 12.83

Review of Case Conference Recommendations

1. Social Worker to try and avert both children being left after divorce proceedings are over.
2. Mrs. Ashton to get psychiatric help.
3. Mrs. Ashton is talking about 52 week care for Mark (moving school) while Mark would like to be a day boy.
4. We have noted that he is less of a scapegoat now and more positive things are going for him.

Specific Residential Tasks in Relation to Review Recommendation

1. Douglas Fortman being kept in picture.
2. She has had help before. Field Social Worker to encourage her to resume getting help.
3. These points need to be looked at and talked out. Another family meeting needed this term (+ Dad if possible).
- e. Build on the improvement noted and continue to encourage positive points and try and protect him from group pressure.
4. Build on the improvement noted, and continue to encourage positive points, and try and protect him from group pressure.

KEY WORKER'S MONTHLY SUMMARY SHEET - NOVEMBER 1983

NAME OF CHILD - MARK ASHTON

Date of Review: 14. 3.83

Progress in relation to Action Plan

1. Home situation has completely broken down with Mum refusing to see or let Mark into the house. Dad took Mark for half term and hopefully will have him for weekend 3rd December. The December (Christmas) holiday will be more of a problem.
 - (a) Working on it.
 - (b) Adults still firm.
 - (c) Done).
2. Need to get Mark to see Dr. James again.
3. (ii) Mark has involved himself in rug making this term and this has been very positive with him being able to chat to staff. (Also model making).
- 4 - 5. --

Any Suggested New Initiatives?

Douglas Foreman (Social Worker) has been in for a conference about Mark. Mum says she has called a Panel. Mum seems to be avoiding Cathy for social work input.

Any Incidents?

The whole of Mark's future is in the air with a great deal of uncertainty. Mark himself is separated from the rest of the unit at night and both he and the boys seem to prefer that. CID interviewed him.

Class Progress

Showing some ambivalent feeling about Dad in class.
Class behaviour much the same.

Home situation

This seems to be the centre of the problem at the moment (see 1.).
So involved a situation that it is difficult to work out what will happen.
Really we are working week to week.

7



AYRSHIRE AND ARRAN HEALTH BOARD

Department of Child Psychiatry

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24 KILWINNING ROAD
IRVINE
AYRSHIRE KA12 8RU
Telephone (0294) 72023

Dr. J. A. CHAPMAN

PSYCHIATRIC REPORT ON

MARK ASHTON

DOB: 2.7.70

I carried out a psychiatric examination on Mark at Seafield Out Patient Department on 1st December, 1982.

Mark's problem was well known to me since he had been referred previously for psychiatric assessment. One of the difficulties in the follow up of Mark's condition was that the parents simply did not seem able to keep appointments.

Mark has a longstanding history of difficult and at times moody aggressive behaviour both at school and at home.

He was born in Glasgow and spent his initial childhood in the Govan area of Glasgow. The family moved to Kilwinning around 1975. Mark never settled in Pennyburn Primary School and soon started causing trouble in terms of being disrespectful, unruly and difficult to control. The family even at that time tended to be unstable and one of Mark's problems is that his relationships within the family have never been stable for very long. The mother used to complain that Mark was never an affectionate, cuddly child.

He was referred to the psychiatric clinic in January, 1977 and saw Dr. Norman Clark, however after one or two visits the parents did not keep further appointments. This proved characteristic of the family in later years.

I saw Mark and his mother at this clinic on 19th February, 1979. She said that his behaviour at that time had settled. She thought the father was a little too strict with Mark and expected too much of his school performance.

I tried to get the family together for some family therapy but this proved impossible. I had the impression that there was some conflict between the parents with a definite indication of some rejection of Mark by the father. However, once more further appointments were never kept.

I suspect that the most stable part of Mark's life has been during his stay in Kirkmichael House.

On examination of Mark on 1st December, 1982 he was quite co-operative. He is still relatively small for his 12½ years. He does not suffer from any serious mental disorder. He has no features of neurosis or depression. He did not look particularly happy but he denied having any special problems.

Initially he was a little upset with his father leaving home about a year ago. Mark told me that his father seemed quite unpredictable with him and that sometimes punished him or hit him for no special reason, on the other hand when he had got into trouble, sometimes the father would ignore it when Mark expected some kind of reaction.

over/



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Dr. J. A. CHAPMAN

-2-

cont

For a while he fantasised and hoped that the parents would get back together again and that family life would be happier. Now he is taking a more hardened attitude to this and is not particularly anxious that his father comes back home again. Mark obviously still has a bond with the mother which always was the case although the mother has never followed consistent lines of management with Mark.

Mark's personality has not changed a great deal. He is still inclined to be negative and untrusting of the adult world around him.

I cannot see Mark settling into an ordinary secondary school. I am in full agreement with Mr. Cairns that placement in Thornton would be in the boy's best interests and give him some hope for firstly remaining stable in his behaviour, and secondly making some kind of educational progress.

A handwritten signature in cursive script, appearing to read 'James A. Chapman'.

James A. Chapman, MD., DPM., MRCP (Psych), FRCP(C).
Consultant in Child & Adolescent Psychiatry

Department of Social Work

Cunninghame

Director: F E Edwards RD BA Dip ASS FISW FBIM

Area Office

17 Byres Road

Kilwinning



The Headmaster,
Thorntoun School,
Crosshouse,
Kilmarnock.

Tel Kilwinning 53925

Our ref DF/SMcC

Your ref

If phoning or
calling ask for Mr. Forman

Date 6th. Dec. 1982

Mark Ashton, D.O.B. 2.7.70
2 West Bowhouse Way,
Girdle Toll, Irvine.

I was allocated this case only a matter of a few weeks ago on the basis that I kept up to date on the case through Alison Cuthill, Child Psychologist and would only intervene if and when I was needed. As I have only met Mark and his mother on one occasion when I took Mark to Kirkmichael School, I am unable to provide any first hand information on this boy other than the progress notes in the file allow. Unfortunately, the notes in the file only take us up to January 1980 when social work involvement ceased.

The Ashton family moved to the Kilwinning/Irvine area in 1974 and presently live at the above address in a clean, well furnished house. Seemingly, Mrs. Ashton *3rd party information*

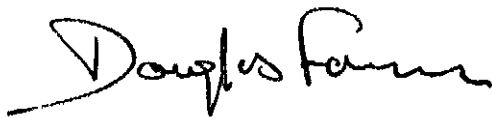
3rd party information

3rd party information Mark and so when he was born, she was delighted saying that he was a very much wanted baby but does admit she may have been somewhat overprotective towards him. For the first six months, he presented no problems although he was always a difficult feeder. As time went on, Mrs. Ashton found Mark difficult to nurse; he refused to be held close and never appeared to want affection, he became hyper-active, rushing around the room wild and then becoming quite calm. At first, Mrs. Ashton and her husband put this behaviour down to their son being rather wild but as time progressed Mark began to show very marked behavioural disorders - he was very cruel to other children and seemed to have no remorse about having physically hurt them. Apparently, Mark would pick up animal faeces from the road and rub them into other childrens hair causing great distress to Mrs. Ashton and anger from friends and neighbours - he also urinated on children and did not use the lavatory bowl in his home but urinated on the floor and walls. Because of this behaviour, Mrs. Ashton felt socially rejected and isolated by her neighbours and friends. Mrs. Ashton herself has an artificial arm and it is difficult to disentangle Mrs. Ashton's own feelings about her disability

with how she viewed and dealt with Mark's behaviour at the time. Mark's behaviour continued in his school life and he seemingly created endless difficulties at school. Although Mark was receiving psychological and psychiatric help at the time he was at school, this did not seem to temper Mark's behaviour in any noticeable way. The school continued to receive numerous complaints from parents of Mark assaulting other pupils. At this point, Mark's I.Q. was tested by Mr. Wilson Frew, Educational Psychologist, and was found to be an I.Q. of 79. Because of the gradual increase in Mark's distasteful and unusual behaviour, Mr. and Mrs. Ashton sought help from the Social Work Department in April 1978.

At this point, Mrs. Ashton felt that she was on the verge of a nervous breakdown because of Mark's behaviour. It would appear that Mr. Ashton had opted out of any responsibility in dealing with Mark and there would appear to have been a more or less total rejection of Mark by his father. In April 1979, Mark was taken into Kirkmichael School. At a case conference on 11th. November 1979 at Kirkmichael, it was recognised that Mark had more problems than was previously expected and therefore was going to stay on at the school.

At this point, my information on Mark and his family ends save from what I have been able to pick up from Mrs. Ashton on my one visit to the house. Mr. and Mrs. Ashton are now separated with Mr. Ashton living in Glasgow. It would appear that Mr. Ashton's rejection of Mark is now complete. However, I believe that Mr. Ashton does visit the family home on some weekends. Although I have nothing in the case records to show this, there was seemingly an N.A.I. incident by Mr. Ashton towards Mark. I will enclose all the relevant reports I have in my possession which may serve to help with your understanding of Mark's case.



Douglas Forman
Social Worker.

MARK ASHTON - 2. 7.70 (12 years)

Treatment Plan

2 West Bow, Girdle Toll, Irvine.

Mr. Ashton now out of the family.

Aaron - 6 year old brother.

Mrs. Ashton 36 - there has been an unstable marriage, Mum unable to cope.
Artificial arm. Doing a course at Ayr.

MARK

1975 aggressive behaviour. 1979 Kirkmichael House (residential school).
Reading age 9; written work poor; oral work good. I.Q. 93

Broke windows, complaints from neighbours, September 1982 broke into hut.
Has stolen, but normally honest. Restless. Unconventional short cuts his way.
Emotional problems mainly. Needs motivating then works well.
Goal is 'normality'. Good at art work. Plays soldiers, planes etc.

1. Help Mark to achieve his goal of 'normality' by encouraging him toward the next step in his return home i.e. more weekends home first incentive.
2. Boost his ego by encouraging him to make things - especially landscapes for Mull battlefield.
3. He needs a positive male figure who can also give the control he needs. (Named key worker).
4. Allow for him doing some things his way, as long as he can achieve the end result.

ROGER PERRY,
Group Leader.

ASHTON MARK.

D.O.B. 2-7-1970.

DOA THORNTOUN 11-1-83.

LEFT. 13-10-84.

FINANCE: STRATHCLYDE (EDUC)

AYR DIV.

Question No.

MARK Ashwin
020164

BARNARDO'S

SALH

DIVISION

APPLICATION FOR RESIDENTIAL CARE

PLEASE ANSWER EACH QUESTION. IF YOU DO NOT KNOW THE ANSWER PLEASE INDICATE NOT KNOWN OR NOT APPLICABLE.

1. Name of the Unit requested by social worker

2. Name of the Unit (to be completed by Barnardo's)

3. Name of Local Authority

Essex - Hye (Child Justice)

Address

11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

4. Local Authority (if other than applicant authority) responsible for:-

a. Care _____

b. Maintenance _____

5. Responsible Social Worker (LASSD)

Name

_____ WJ

Address

Telephone

Local Authority Liaison Officer

Name

Address

Telephone

Question No.

Details of Child

6.

Name of Child

Mark Ashton

7.

Presently residing at

2 West Row

Griddle Hill

Grine

8.

Parental home address or significant people to be contacted should the child abscond or be in trouble

As above

9.

Date of birth

2.7.70

10.

Sex (please tick)

Male

1

<input checked="" type="checkbox"/>
<input type="checkbox"/>

Female

2

11.

Number of previous admissions to care

Nil

Please complete if no admissions to care as 0 (Number of removals from home under child care legislation).

12.

Time spent in care (total)

_____ months _____ years

Details and dates of placement(s) if known

Question No.

13

To be admitted to Barnardo's from
Please tick only one box in the following
four sections

a.

Home

1. Parents' home
2. Relatives' home
3. Foster home
4. Other Barnardo Units
5. Other Voluntary Agencies
6. Other

1	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>

b.

Medical

1. Mental subnormality hospital
2. Psychiatric hospital
3. Psychiatric hostel
4. Hospital

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>

c.

LASSD

1. Observation and Assessment
Centre
2. Community Home
3. Community Home with Education
4. Hostel

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>

d.

Education

1. Boarding ESN School
2. Boarding Maladjusted School
3. Boarding Physically Handicapped
School
4. Boarding School

1	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>

Question No.

14

Legislation (please tick)

- | | | |
|---|---|-------------------------------------|
| 1. Sec I 1948/Sec II 1980
Children Act | 1 | <input type="checkbox"/> |
| 2. Sec II 1948/Sec III 1980
Children Act | 2 | <input type="checkbox"/> |
| 3. Voluntary Agreement Children
1948 Children Act | 3 | <input type="checkbox"/> |
| 4. Care Order 1969 C & YP Act | 4 | <input type="checkbox"/> |
| 5. Matrimonial Causes Act 1973 | 5 | <input type="checkbox"/> |
| 6. Wardship Proceedings | 6 | <input type="checkbox"/> |
| 7. Sec 15 Social Work (Scotland)
Act 1968 | 7 | <input type="checkbox"/> |
| 8. Sec 16 Social Work (Scotland)
Act 1968 | 8 | <input type="checkbox"/> |
| 9. Supervision Order Sec 44
Social Work (Scotland) Act
1968 | 9 | <input type="checkbox"/> |
| 0. Other <i>Education</i> | 0 | <input checked="" type="checkbox"/> |

15

Parental rights assumed under Section 2 of the Children Act 1948 or Section III 1980 Children Act as amended by Section 57 of the Children Act 1975.

On

16

*a) Parents notified of responsibilities under Section 56 of Children Act 1975

On

Or

*b) Section 56 of Children Act 1975 does not apply

Because

*delete as appropriate

Question No.

17.

Health (please tick)

1. Normal - no known illness 1
2. Recurring illnesses such as diabetes, asthma, heart condition, eczema. Please give the details. 2
- a. _____
- b. _____
- c. _____

3. On medication (please tick)

YES	<input type="checkbox"/>	1
NO	<input checked="" type="checkbox"/>	2

Please give details of medication:-

18.

Name of family doctor _____

Address _____

Telephone No. _____

NOTE: A SEPARATE MEDICAL FORM RHM OR RNM MUST BE COMPLETED AND ACCOMPANY THIS APPLICATION

19.

Ascertained Handicaps (please tick)

1. Physically handicapped 1
2. Mentally handicapped (ESN(M)/ESN(S)) 2
3. Maladjusted 3
4. None 4

If the child has more than one handicap please tick the one which has been used by DES for ascertainment purposes.

Question No.

Source of Referral to Barnardo's (Please tick)

20.

- 1. LASSD 1
- 2. Self-referral e.g. parents, relatives 2
- 3. Voluntary agency other than Barnardo's 3
- 4. Barnardo transfer 4
- 5. Local Education Authority 5
- 6. Regional Assessment Centre 6

21.

Reasons for Referral - only tick if the reasons directly influence the present referral. If there are a number of reasons for referral please tick all relevant categories in questions 21, 22, 23 and 24.

Abuse (please tick)

- 1. Subject to physical abuse - hitting by parent or relative 1
- 2. Physical neglect 2
- 3. In need of care as defined by Sec I 2(a) of 1969 C+YP Act 3

22.

Criminal (please tick)

- 1. Court order arising from criminal offences by the child 1
- 2. Sexual misbehaviour by the child 2
- 3. Sexual misbehaviour by an adult with the child 3
- 4. School non-attendance *(Not by school)* 4

23.

Family Illness and Handicap

- 1. Acute parental illness (physical) 1
- 2. Chronic parental illness (physical or mental) 2
- 3. Parental mental illness/psychiatric disturbance 3
- 4. Parental mental subnormality 4

24.

Personal/Social

- 1. Child has left home 1
- 2. Parents refuse to have the child at home 2
- 3. Homelessness of parents 3
- 4. Marital break-up 4
- 5. Foster Home breakdown 5
- 6. Beyond parents' control 6
- 7. Other 7

Please give details of other

- 1
- 2
- 3
- 4

Question No.

25. Age on admission or referral

26. Ethnic Origin (please tick)

1. Caucasian - UK, Ireland & Europe including those born in other countries but of Caucasian origin

1



2. Negroid - Africa & West Indies including those born in other countries but of Negroid origin

2



3. Indian - India & Pakistan including those born in other countries but of Indian origin

3



4. Asian - China, Japan & Malaysia including those born in other countries but of Asian origin

4



5. Mixed - Including any of the categories mentioned above

5



6. Arab - Middle East including those born in other countries but of Arabian origin

6



27. Place of Birth (please tick)

1. UK - including Eire

1



2. West Indies

2



3. Africa

3



4. India & Pakistan

4



5. Asia

5



6. Europe

6



7. Unknown

7



28. If not born in UK state year of arrival _____

29. Number of children in the family 2

Include half/step children and those not residing at home at the present, and subject. Please do not include foster children.

30. Position in family 2

Please indicate as follows

1st of 4

4th of 6 etc.

Question No.
31.

School (please tick one box and give the name of the last school attended before admission to the unit. (Please fill in even if the child has been suspended or left school).

- | | | |
|---|---|-------------------------------------|
| 1. Ordinary schools - infants, junior, etc. | 1 | <input type="checkbox"/> |
| 2. Special school - non residential | 2 | <input type="checkbox"/> |
| 3. None | 3 | <input type="checkbox"/> |
| 4. Special school - residential | 4 | <input checked="" type="checkbox"/> |
| 5. Alternative education | 5 | <input type="checkbox"/> |

Name of school last attended and dates

King's College School (1972)

32.

School facts (please tick more than one factor if you wish)

- | | | |
|---|---|-------------------------------------|
| 1. Progressing normally - no known school problems | 1 | <input type="checkbox"/> |
| 2. Not progressing normally - eg not working to level of known ability | 2 | <input checked="" type="checkbox"/> |
| 3. Suspended or expelled from school | 3 | <input type="checkbox"/> |
| 4. Truant - child has a record of persistent truancy | 4 | <input checked="" type="checkbox"/> |
| 5. School refusal - diagnosed as such by teachers or child guidance service | 5 | <input type="checkbox"/> |
| 6. Behaviour problem - described as being disruptive in class, known to assault teachers and children | 6 | <input checked="" type="checkbox"/> |
| 7. Other - please indicate | 7 | <input type="checkbox"/> |

33. a.

Has the child had contact with agencies other than the referring agency (Please tick)

YES	<input type="checkbox"/>	1
NO	<input checked="" type="checkbox"/>	2

b.

If the answer is YES to the above question please tick which of the following agencies have been involved -

- | | | |
|---|---|--------------------------|
| 1. School Psychological Service | 1 | <input type="checkbox"/> |
| 2. Child Psychiatric Service/including Child Guidance Service, Adolescent Psych. Service/Child Psychiatrist | 2 | <input type="checkbox"/> |
| 3. NSPCC | 3 | <input type="checkbox"/> |
| 4. Voluntary Agency other than Barnardo's | 4 | <input type="checkbox"/> |
| 5. Education Welfare Office | 5 | <input type="checkbox"/> |
| 6. School pastoral service/social worker | 6 | <input type="checkbox"/> |
| 7. Probation Service | 7 | <input type="checkbox"/> |
| 8. LASSD | 8 | <input type="checkbox"/> |
| 9. Other | 9 | <input type="checkbox"/> |

Question No.

Self Destructive behavioural tendencies

(Please circle)

34.

1. The child has a record of self inflicted injuries YES / NO

2. The child has threatened suicide YES / NO

3. The child has attempted suicide YES / NO

35.

Has the child been convicted of any indictable offences (please tick) YES 1

YES 1	<input type="checkbox"/>
NO 2	<input checked="" type="checkbox"/>

36.

Number of Court Appearances for indictable offences _____

37.

Estimate No. of offences

Please give the number of known offences for previous year. Take the date from filling in this form _____

38.

Types of offences - If the child has been convicted of any of the following offences, please tick the appropriate category.

- | | | |
|--|---|--------------------------|
| 1. Dishonesty - stealing, receiving | 1 | <input type="checkbox"/> |
| 2. Sexual - rape, indecent assault | 2 | <input type="checkbox"/> |
| 3. Assault - grievous bodily harm | 3 | <input type="checkbox"/> |
| 4. Motoring - taking and driving away, driving under age | 4 | <input type="checkbox"/> |
| 5. Malicious damage to property etc. | 5 | <input type="checkbox"/> |
| 6. Arson - actual or attempted | 6 | <input type="checkbox"/> |
| 7. Drug offences - possession of drugs, "peddling" | 7 | <input type="checkbox"/> |
| 8. Other | 8 | <input type="checkbox"/> |

39.

Religion of the child

_____ *M.C.* _____

40.

Date and Place of Baptism (if appropriate)

Question No.

41. Home Base - the child's present home base is -

- | | | |
|--|---|-------------------------------------|
| 1. Family home | 1 | <input checked="" type="checkbox"/> |
| 2. Relatives' home | 2 | <input type="checkbox"/> |
| 3. Foster home | 3 | <input type="checkbox"/> |
| 4. Other | 4 | <input type="checkbox"/> |
| 5. None (e.g. children who have no family or foster home contact for day weekend/holiday visits) | 5 | <input type="checkbox"/> |
- Family Profile

42. Present Living Situation

- | | | |
|---------------------------------|----|-------------------------------------|
| 1. Both natural parents at home | 1 | <input type="checkbox"/> |
| 2. Mother only | 2 | <input checked="" type="checkbox"/> |
| 3. Father only | 3 | <input type="checkbox"/> |
| 4. Mother and stepfather | 4 | <input type="checkbox"/> |
| 5. Father and stepmother | 5 | <input type="checkbox"/> |
| 6. Mother and cohabitee | 6 | <input type="checkbox"/> |
| 7. Father and cohabitee | 7 | <input type="checkbox"/> |
| 8. Foster parents | 8 | <input type="checkbox"/> |
| 9. Adoptive parents | 9 | <input type="checkbox"/> |
| 10. Relatives | 10 | <input type="checkbox"/> |
| 11. Other | 11 | <input type="checkbox"/> |
| 12. Not Applicable | 12 | <input type="checkbox"/> |

43. Circumstances of Child's Natural Family

- | | | |
|---|----|-------------------------------------|
| 1. Only one marriage - intact | 1 | <input type="checkbox"/> |
| 2. Mother separated | 2 | <input type="checkbox"/> |
| 3. Mother divorced | 3 | <input type="checkbox"/> |
| 4. Mother deserted | 4 | <input type="checkbox"/> |
| 5. Mother dead | 5 | <input type="checkbox"/> |
| 6. Mother re-married following death or divorce | 6 | <input type="checkbox"/> |
| 7. Father separated | 7 | <input checked="" type="checkbox"/> |
| 8. Father divorced | 8 | <input type="checkbox"/> |
| 9. Father deserted | 9 | <input type="checkbox"/> |
| 10. Father dead | 10 | <input type="checkbox"/> |
| 11. Father re-married following death or divorce | 11 | <input type="checkbox"/> |
| 12. Both parents dead | 12 | <input type="checkbox"/> |
| 13. Single parent - unmarried | 13 | <input type="checkbox"/> |
| 14. Inconsistent parents have problems leaving each other but returning | 14 | <input type="checkbox"/> |
| 15. Mother is cohabiting | 15 | <input type="checkbox"/> |
| 16. Father is cohabiting | 16 | <input type="checkbox"/> |
| 17. Other | 17 | <input type="checkbox"/> |

Question No.

44.

State in respect of the parents:

3rd party information

(a) If divorced: Date _____
Court _____

(b) If separated (legally or mutually):
Date _____
Court _____

(c) Legal custody of children given to:

(d) Care and control given to:

(e) Details of maintenance order, where applicable:

Date _____

Court _____

Amount { Mother _____
 { Child _____

Question No.

(person with whom child normally resides)

Father or Father-Figure

45.

Occupation - please include a full description of father's occupation. If unemployed please give details of previous work:-

Lecturer in Geography at Victoria College

46.

Father's particulars (legitimate child)
Alleged or putative father's particulars (illegitimate child)

} delete as appropriate

- (a) Full name Ashton
- (b) Date of birth _____
- (c) Religion _____
- (d) Home address (when child received into care)

126 Kneer

47.

Details of affiliation order (if applicable)

Name of court ?

Date _____

Amount _____

48.

Ethnic Origin (please tick)

- 1. Caucasian - UK, Ireland & Europe including those born in other countries but of Caucasian origin
- 2. Negroid - Africa & West Indies including those born in other countries but of Negroid origin
- 3. Indian - India & Pakistan including those born in other countries but of Indian origin
- 4. Asian - China, Japan & Malaysia including those born in other countries but of Asian origin
- 5. Mixed - Including any of the categories mentioned above
- 6. Arab - Middle East including those born in other countries but of Arabian origin

1	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>

49.

If immigrant please state year of arrival in Great Britain _____

Question No.

Mother or Mother-Figure (person with whom child normally resides)

50.

Occupation - if mother is not working please give a full description of her previous employment:-

Shahid

51.

Mother's particulars

- (a) Full name Ashfar
(b) Maiden name _____
(c) Known as _____
(d) Former married name/s _____
(e) Date of birth _____
(f) Religion _____
(g) Home address (when child received into care)

As child

52.

Ethnic Origin (please tick)

1. Caucasian - UK, Ireland & Europe including those born in other countries but of Caucasian origin
2. Negroid - Africa & West Indies including those born in other countries but of Negroid origin
3. Indian - India & Pakistan including those born in other countries but of Indian origin
4. Asian - China, Japan & Malaysia including those born in other countries but of Asian origin
5. Mixed - Including any of the categories mentioned above
6. Arab - Middle East including those born in other countries but of Arabian origin

1	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>

53.

If immigrant please state year of arrival in Great Britain _____

Question No.

54.

Information completed by:

Barry G. J.S.

55.

Date when form was completed

14/13/88

Question No.

FOR BARNARDO USE ONLY

56. Outcome (please tick)

1. Accepted
2. Not accepted

<input checked="" type="checkbox"/>
<input type="checkbox"/>

57. Date of admission or refusal

11/1/83

58. Name of Unit requested

59. Name of Unit allocated

7th Battalion

60. Date of discharge

Question No.

61.

DISPOSAL (please tick)

1. Parents' home	1	<input type="checkbox"/>
2. Relatives' home	2	<input type="checkbox"/>
3. Foster home	3	<input type="checkbox"/>
4. Placed for Adoption	4	<input type="checkbox"/>
5. Bedsit accommodation	5	<input type="checkbox"/>
6. Lodgings	6	<input type="checkbox"/>
7. Independent accommodation with support	7	<input type="checkbox"/>
8. Hostel	8	<input type="checkbox"/>
9. LASSD O & A Centre	9	<input type="checkbox"/>
10. LASSD Community Home	10	<input type="checkbox"/>
11. LASSD CHE	11	<input type="checkbox"/>
12. LASSD Special School	12	<input type="checkbox"/>
13. LASSD Mental Subnormality Hostel	13	<input type="checkbox"/>
14. Other Barnardo Unit	14	<input type="checkbox"/>
15. Other Voluntary Agency Unit	15	<input type="checkbox"/>
16. Barnardo CHE	16	<input type="checkbox"/>
17. Barnardo Special School	17	<input type="checkbox"/>
18. Psychiatric Unit	18	<input type="checkbox"/>
19. Mental Subnormality Hospital	19	<input type="checkbox"/>
20. Sheltered Housing Accomm.	20	<input type="checkbox"/>
21. Sheltered Living Unit for MH	21	<input type="checkbox"/>
22. Sheltered Living Unit for PH	22	<input type="checkbox"/>
23. Further Education - Residential	23	<input type="checkbox"/>
24. Further Education + Lodgings	24	<input type="checkbox"/>
25. Remand Home	25	<input type="checkbox"/>
26. Detention Centre	26	<input type="checkbox"/>
27. Borstal	27	<input type="checkbox"/>
28. Prison	28	<input type="checkbox"/>
*29. Other	29	<input type="checkbox"/>
30. Family Placement Project	30	<input type="checkbox"/>

62.

If the child has been in Barnardo's residential care previously, please give his former RDS number.

Question
No.

Supplementary Questions for Scotland

63 Number of separations from the family. (This includes hospital admissions and resident schooling).

.....1.....

64 Number of moves of living base.

.....2.....

(Please return to question 12 and total up the number of placements listed)

65. Time away from home because of separations

.....3..... Yrs.

66 Has the child been abandoned by parents?
(Please circle)

YES/NO

67 Has the child appeared before a Scottish Children's Hearing? (Please circle)

YES/NO

68 What were the grounds for referral?

1 Beyond control of parents

1

2 Falling into bad association/in moral danger

2

3 Lack of parental control causing unnecessary suffering/impaired development

3

4 Offence mentioned in Schedule I (Criminal Procedure (Scotland) Act 1975) has been committed in respect of him

4

5 Is in same family as a child where offence under (4) has been committed

5

6 If female, where an offence of incest has been committed towards another member of family

6

7 Failed to attend school regularly

7

8 Has committed an offence

8

9 Supervision transferred from England, Wales or N. Ireland

9

Question
No.

69 Is the child on a Supervision Order under Sec. 44(1)a
of Social Work (Scotland) Act 1968
(Please circle) YES/NO

70 Does the child display any of the following
behaviour. (Please tick)

- | | | |
|-------------------------------------|----|-------------------------------------|
| 1. Enuresis | 1 | <input type="checkbox"/> |
| 2. Encopresis | 2 | <input type="checkbox"/> |
| 3. Sleep disturbance | 3 | <input checked="" type="checkbox"/> |
| 4. Eating Problems | 4 | <input type="checkbox"/> |
| 5. Severely withdrawn, solitary | 5 | <input checked="" type="checkbox"/> |
| 6. Severely hyper-active | 6 | <input type="checkbox"/> |
| 7. Wandering from home | 7 | <input checked="" type="checkbox"/> |
| 8. Fire-raising | 8 | <input checked="" type="checkbox"/> |
| 9. Severe aggression towards people | 9 | <input checked="" type="checkbox"/> |
| 10. Severe destruction of property | 10 | <input checked="" type="checkbox"/> |
| 11. Sexual problems | 11 | <input type="checkbox"/> |
| 12. Other | 12 | <input type="checkbox"/> |

CORRESPONDENCE

**FINANCE, GRANTS,
ALLOWANCES ETC.,**

Department of Education
Director: Edward Miller MA M Ed



James I Wallace MA
Divisional Education Officer
Ayr Division
P O Box 6
Sub-Regional Office
County Buildings
Ayr KA7 IDR

Mr Hugh R Mackintosh
Assistant Divisional Director - Scotland
Dr Barnardo's Scottish Divisional Office
235 Corstorphine Road
EDINBURGH
EH12 7AR

Date 31 December 1982
Your ref
Our ref JLSW/EH
If phoning or calling
ask for Mr Waddell
Tel 0292-266922 Ext 278

Dear Mr Mackintosh

MARK ASHTON (2.7.70), 2 WEST BOW, GIRDLE TOLL, IRVINE

Thank you for your letter of 20 December 1982 addressed to Mr Robert Cairns.

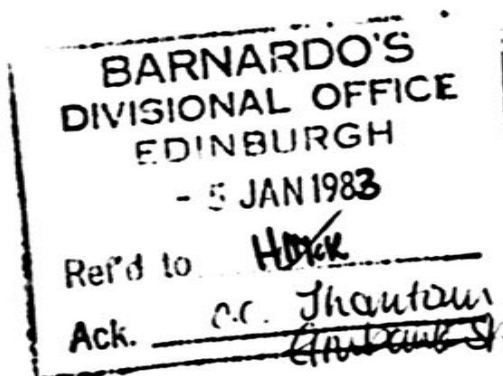
I write to confirm that the Education Department will accept financial responsibility for Mark's placement at Thorntoun School, with effect from 11 January 1983.

Thank you for your assistance.

Yours sincerely

James I Wallace

J L S WADDELL
Education Officer



7.1.83.

EDUCATIONAL RECORDS