

STRATHCLYDE REGIONAL COUNCIL

Date: -- 1987

PROGRESS NOTES

Sheet No: 1.

Nov/ Dec 1987. he appeared before a Childrens Hearing in November 1987 & a Community Assessment was requested. At a continued Childrens Hearing on the 3/1/87 he was made subject to a compulsory Home Supervision Requirement Order. Reports & Home Assessment Report in file.

7 Jan 88. Case allocated to P. Shields SW. Arranged for SW, parents class teacher [redacted] & Asst t/t [redacted] to meet at Girvan Primary School. [redacted] has had a lot of problems with her & for the last two months he is in the class but at a desk on his own. [redacted] said little [redacted] protective of her & seemingly attempting to put most of the blame on others. The following was a verbal agreement among those present.

- (1) [redacted] to visit the school weekly without telling her, & to see [redacted]
- (2) [redacted] would give her extra homework to catch up on the class & make comment in the jottor on his behaviour & work in class each week.
- (3) Parents to read & sign the jottor.
- (4) Weekly visits by her to the SW. Office & SW. to visit the home 4 weekly.

(2)

Jan 88 ⑤ School & Sw. to keep in touch re
his behaviour & progress.

26/1/89, he to The Sw. Office - telling me that
his behaviour has been better. [redacted]
[redacted] has said that if he keeps it up
to the end of the month he will be
allowed to join in with a group. He
takes his extra homework seriously
& was showing me the book, it was signed
but no attempt made to correct any
mistakes. Comments by his class
teacher were fair.

27/1/89, Phoned the school his behaviour
fair for the last three weeks but parents
have not called once as agreed.

Feb/89 he now back in a group working
& behaving well for him says his teacher
[redacted] On Office visits if you
show an interest in him/work he will
respond well. As far as he is concerned,
he gets on well at home, but when
you try to get past the barrier of his
parents & relationships there is little reaction
- always the feeling its not the whole very
adept at avoiding direct questions where
he ~~enjoys~~ or his family may be seen in
a poor light. As far as offences, until
recently he was not prepared to talk
about ^{them} but now the way he answers,
the implication is his being bullied by
older boys. Certainly many of the offences
have been in the company of older boys
but given his ability to avoid direct
answers I would think he is 'street wise'.

LEE JOHNSTONE
28 LINDEN AVE
GLASGOW.

(3)

MR. P. SHELDS.
SOCIAL WORKER

STRATHCLYDE REGIONAL COUNCIL

PROGRESS NOTES

March
88.

Lee has been reporting to this office regularly - we look at his homework book & talk mostly about school & home. - all very relaxed. There have been a couple of incidents at school, but the teacher said that it wasn't totally his fault. On the whole the teacher is reasonably happy with him as compared to his behaviour 6 months ago, but she is still at the point that with Lee could have an outburst at any time.

April
88.

On holiday 1/4/88 - 11/4/88.

[REDACTED] into the office - Lee has been charged with various offences. We had a long talk, covering the family, Lee & the school. As far as visiting the school as agreed, they hadn't had the time - neither are working. They tried to help Lee with his homework - neither are very good at school work - Lee is a good boy in the house but when he goes out he is bullied into committing these offences. They did not agree with me that Lee was streetwise & [REDACTED] in particular was very protective of Lee. [REDACTED] says very little & I wonder whether he has much say or whether he isn't all that interested. Visited at home & saw Lee - long involved story about various offences & other boys facing him, - he name

(4).

dropped an various lads in the town all of them known. They then told me that they were exchanging houses with someone in Maybole - They think this will help him & the family, as he is getting into trouble & the school are not very helpful to him!! They will let me know ~~they~~ their date of moving.

21/4/88 The Johnstone family moved to 16 Minnoch Cres., Maybole.

May '88

Two visits - he & parents admitted most of the referrals & I explained various options for S.W & Childrens Hearing. This lad seems to ~~have~~ give no thought to the possible consequences to himself as a result of his stealing etc & no feelings of guilt. Parents condemn him for it but don't seem to give him any constructive help in using his free time - They don't take him swimming, walks etc. little parental involvement as far as I can see.

Advised I would submit a Report & my recommendation would be residential assessment. - also see school report in file 11/6/88 DMSU for he - disagreed with Residential Assessment, review of care with parents & child to be held.

27/6/88. Review/Assessment held at Maybole, parents & child present. Mts. Johnstone protection of he, despite referrals a list of misdemeanours at Harderose Primary school resulting in exclusion. ~~When~~ he said little throughout the meeting. Decision was to recommend that he remains at home & see how he

LEE JOHNSTONE. (5)
16 MINNOCH CRESC.,
MAYBOLE.

MR. P. STUARTS
SOCIAL WORKER

STRATHCLYDE REGIONAL COUNCIL

PROGRESS NOTES

27/6/88. gets on at Carrick Ac. Maybole.

12/7/88. see 2 parents at Childrens Hearing -
decision was her remain at home on
a compulsory order.

On holiday 29/7/88 - 02/8/88.

Treatment Plan as outlined in Home Assessment
Report - parents have given undertaking to
cooperate with contract-based work



16-8-88

See following

Meeting with [redacted]

Psychiatrist John [redacted]

Can be reached at Cunningham House the phone 92621-

Message left with his boy. [redacted]

He discussed reasons for psychological report and his assessment. John willing to be involved in whatever capacity seems most appropriate. He could offer social worker advice on family therapy (not so direct family involvement himself), but would not exclude the idea of his working directly with the family. He discussed the nature of the contact required to be drawn up, and the need

②

for transfer of the case as
family is Maybode, and see to
attend Carriet's Grad. This means
a change of edue. psychologist -
Carriet served by [redacted]

He agreed that I would discuss
with [redacted] the same issues,
as [redacted] may wish to state
on the work with the family.
I will also make contact
with [redacted] 11/17 at
Carriet's Grad.

[redacted]

① Carlene Lee Johnstone

14.8.88

Phone call to [redacted] 4/11
Carliel Road. He has already
met with Johnstone and Lee
this morning. They were advised
by [redacted] Education to
call and tell him. The info
in [redacted] letter only known
to [redacted] and [redacted]

[redacted] Guidance.
Has informed Lee and his
father as far as his concerns
the state is wiped clean at
the start of secondary & further
will be seeing a fairly
early view of Lee's progress
with [redacted] Guidance.
Explained treatment plan for
Lee, involving contact

pertaining to school, psychologist
and girl, also that please
being transferred in the
interim, if any incident
involving her to contact
[redacted] girl or myself
in the past instance.
Hopefully, discussion can take
place before any further
preliminary contemplated.

14.8.88

Lee Gasenote (2)
Johnstone

Discussed with [REDACTED]
he would be willing to offer
joint family therapy with son
over a 4 weeks contracted
basis. Explained imminent
case transfer, and need for
contract [REDACTED] Jean will contact
herself, re her
involvement, also [REDACTED]
[REDACTED]

9-9-88 / Casende
Lee Johnstone

Called at house prior "letter
arranging appt". Lee there,
also Mr. Johnstone. Lee
informs me that he is now
back at school. Says he was
suspended for "threatening behaviour"
was warned by [REDACTED]
in the first instance following
an incident with another boy.
Then, he went straight back
and repeated behaviour, despite
giving his promise that he
would not. I pointed out to
Lee dangers involved, also
discussed how others viewed
begging promises - expectations
of him. Lee very chatty
today - feels that he is doing
→ OK

all right, as he has "not got
into trouble for ages." (apart-
from school suspension).

I reminded [redacted] of
app. with [redacted] also that
case would be transferred to
Jaybole SWD, and that contract
was still part of Lee's ongoing
supervision. Told them I had
discussed with psychologist
[redacted] was informed
they had already met [redacted].
Lee thought she was a
"very nice lady." so this
angles well for family therapy



Mrs. R. Murray, Social Work Department,
115 Dalrymple Street, Girvan

(0465) 2467

RM/MW

[REDACTED]
Area Reporter to the Children's Panel
11 Alloway Place, AYR

24th May, 1988

Lee Johnstone (d.o.b. 09.02.76)
H/A 16 Minnoch Crescent, Maybole

I would like to request a Review on the above-named under terms of
Section 48 (2), Social Work (Scotland) Act, 1968.

Ray Murray (Mrs.),
Senior Social Worker

RECEIVED
SOCIAL WORK DEPARTMENT
- 2 MAY 1989

Process Recording - 1st interview with the informant.
This was my final interview with [redacted] the third home interview. One other interview took place at the office. 3/4 hrs.

Purpose
During this interview I want to verify, and/or clarify points of information already at my disposal. I want to attempt to assess the father's view of the circumstances with regard to do, in more detail. I am also aware that I will have to re-assure do I his parents about the children's Panel, I discuss with them the various outcomes.

I hope to speak with do again, to see if I can be clearer in my mind about do himself. I am hoping to see do I his brother [redacted] together, with the other members of the family. (CPT procedure, in my mind in relation to [redacted])

Observations

The door is open before I arrive - must have seen me coming. I readily greeting from [redacted] in the hallway. I invited to go on through to the living room, where [redacted] are [redacted] quite relaxed in one of the armchairs. I readily greeting. do I his brother [redacted] were kneeling on the floor, round the coffee table.

The three boys were very lively. I see were talking all over the floor. I may appear to be playing with - chat. He all exchanged the customary

this 'customary' for professional?

I was invited, pointedly by [redacted] to sit beside Lee on the sofa. [redacted] knelt on the floor at the coffee table. [redacted] is bouncing all over the place. He wants Lee to go upstairs & play with him. Parents explain Lee can't because of my visit. [redacted] is friendly & persistent - suggest Lee goes up for 10 minutes. (Hope Lee does not feel excluded - also hope he is not trying to escape).

Do you think he did / was

Thank them both for being present & explain I am here to clear up a few points for the report.

Anything else this judgment based on?

What do you mean by this?

The two boys return - still very lively. They are told to sit down. Lee sits by his mum on the floor. He ~~is~~ does not have much to say for himself today. Mum says he has a cold. Lee is lying up against his mum, & she has an arm around him. They look very natural in this position. [redacted] is stroking the dog, & he eventually settles beside me on the couch.

How did you sense this?

The atmosphere is relaxed & yet there is a feeling of expectation, again.

London
I began by asking for example info - to clarify for the report

What? How?

What was happening here?

my other body
meaningful
language

[Redacted]

Westerns being in against his mother, she had her arm around him - she is patting him, fondling him. I turn to see I ask him about pocket money. He answers "yes, no does [Redacted] The parents join in, I explain how it is paid. I ask how often he needs the arcade. He appears to be uncomfortable, or fed up or just plain disinterested. He begins to whisper by saying he likes it, and that he goes there quite often. At this point both parents move in, protectively (it seems), I listen to them (then ask how again. They seem then to be aware that I want to tell me. Everyone is now keeping at it. He says he goes quite often. Mother, I father say they disagree. I ask how often, Mother, he talks freely about going to his paternal grand-mother's, I about a visit to the others.

How is this shown?

What did you observe here?

What did you do?

any change of physical - apart from continuous

What was this?

How did you wish this?

How?

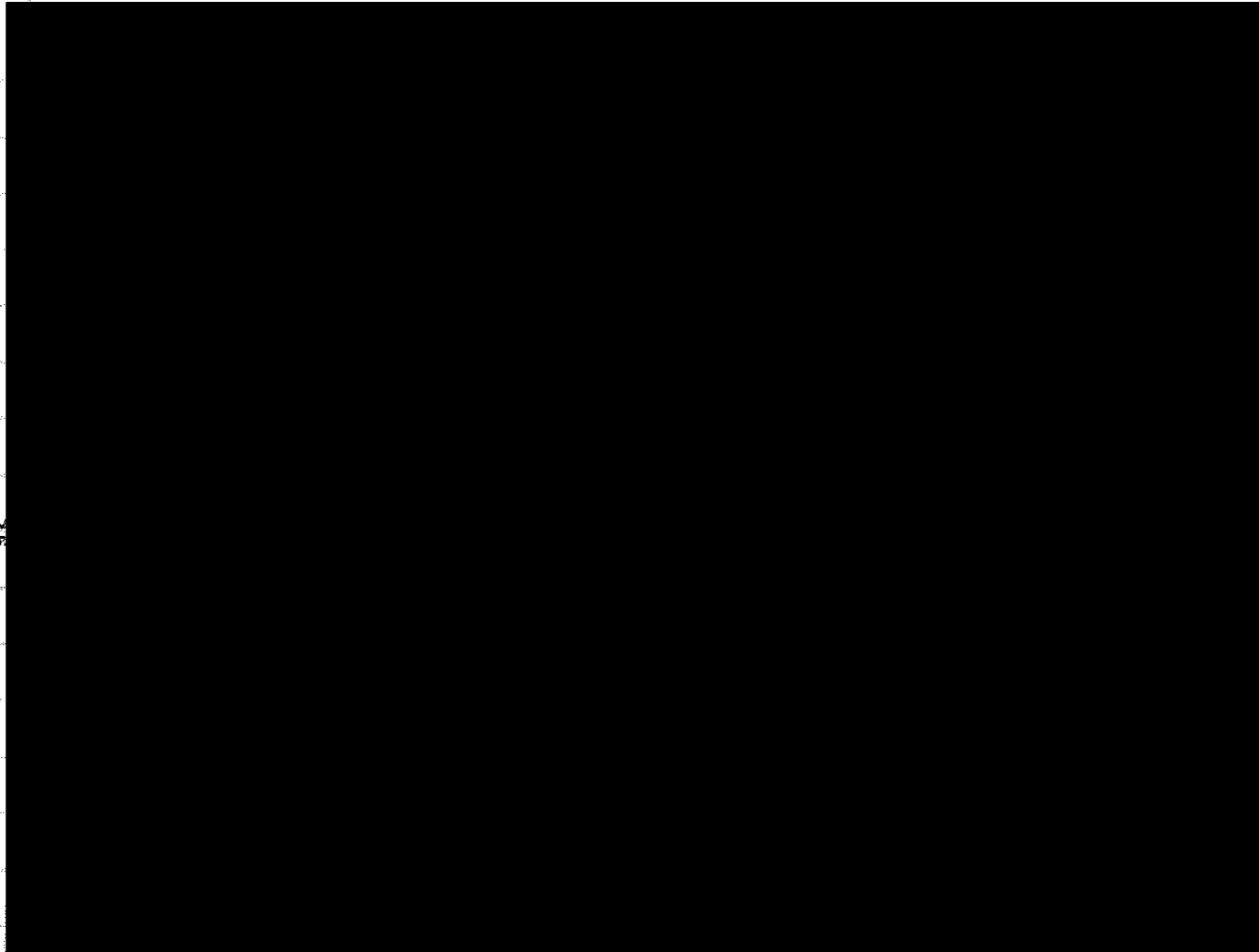
[Redacted]

How?

Did you further
? him on this

Is this it?
How did you feel
here?

Do you think he was
avoiding you. If so
why?



We moved on. We had mentioned the Panel earlier & I brought it up again & asked if they wished to ask anything else. I looked at all three of them

perhaps not to her

good!

it necessarily



He then asked who would the social worker be? Told him SN would be allocated (if panel endorsed our recommendation). He expressed the view that this was not fair to see. He would have to get to know another social worker. Told him I accepted this, but my purpose was to purchase the report

do you not explain
or time - scale?

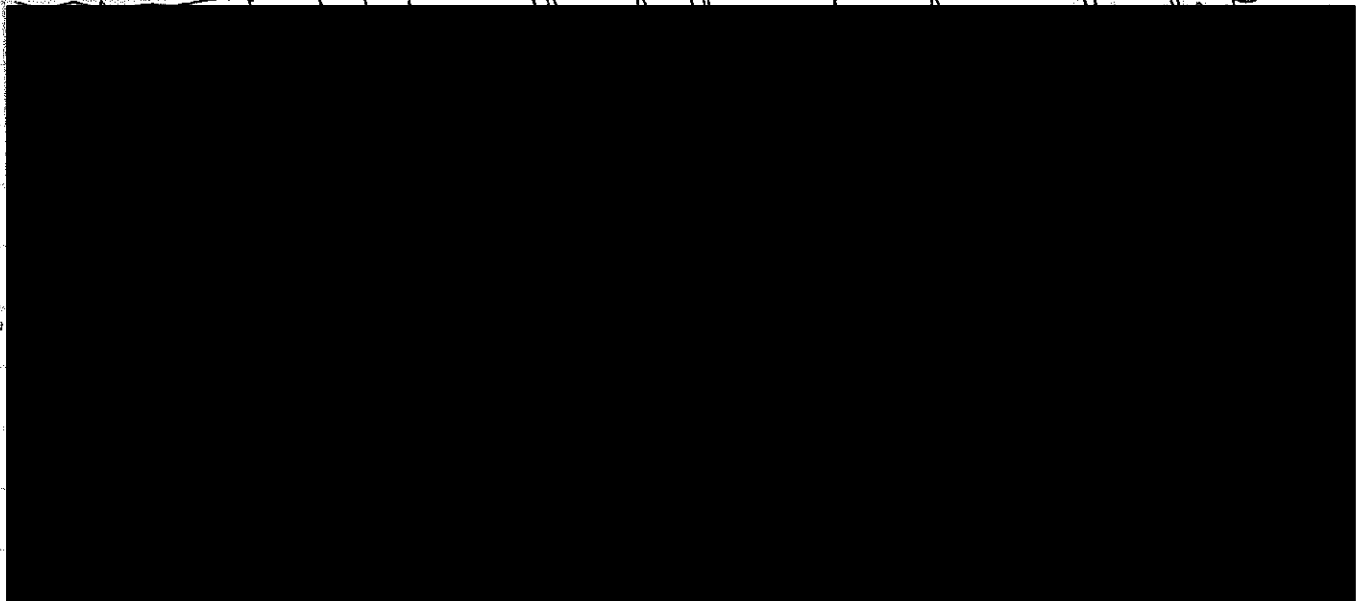
good



although it was unfortunate, this was how it was done. This was the procedure, (I was sympathetic, but decisive (maybe too strong a word) at the same time.

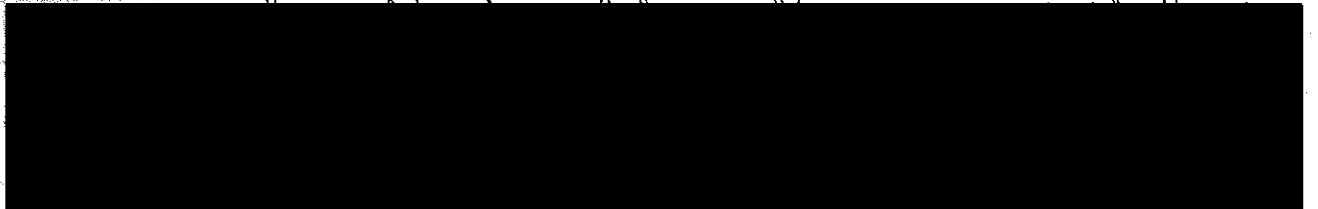
He then discussed a Home Assessment. He was still asking questions - who would be involved - how much involvement would they have as parents, etc? I explained the answers to these questions, to the best of my ability, I went on to re-assure them about the Panel & its outcomes. At this point the interview was at an end. Asked them to contact me if they had any further queries I thanked them both for their co-operation.

Assessment



On the other hand, I was unable to get much out of Lee. I concentrated more on the interaction between the parents.

At the end of the interview, I felt that the parents seemed apprehensive about the Panel & its outcomes. It was as if they felt they now had to face the consequences of Lee's actions.



Lee Johnstone.

①

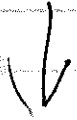
③

②

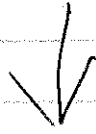
School

School

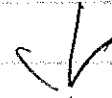
Lee



Obey rules.



Behaviour



don't



Behave



No Cheek.



Be



No Pest.



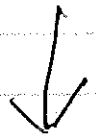
Watking Well.



Naughty.



No.



Silly

don't.



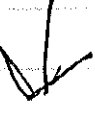
Obey rules.
Behave



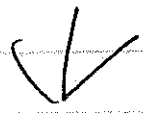
or



don't.



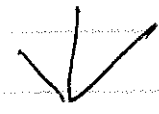
Stupid



Be



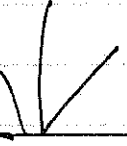
Silly



Cheeky.



Me.



Stop and Think

|
School

bad behaviour



stupid person.

|
learn.

|
subject

|
older - can write properly
count money.

↳ No then
stupid

|
silly

|
bad behaviour

|
no normal school.

|
handicapped
Some are stupid

26 Section

Mat. Proceeding. - Supervised Access.

Access / Custody Source of contention.
Transpired



School.

A

No learning problems.

Cannot cope with quietness - likes excitement
high excitement

Centre attention ↔

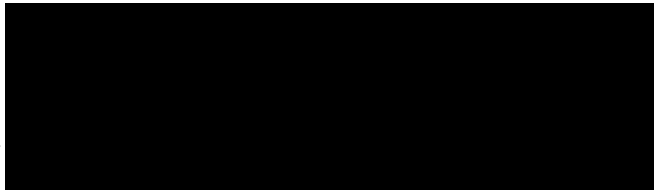
Day placement ↔

Feb.

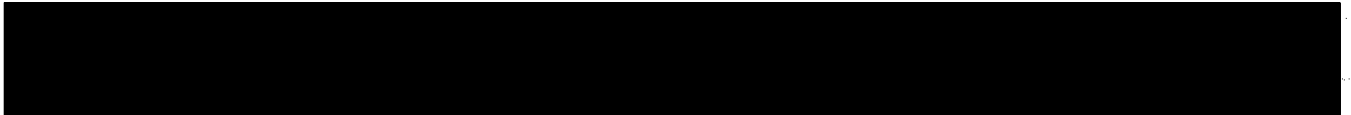
28th - Guidance / Teacher / Mrs Johnstone /

Individual attention - Redbrae. - Heat out of
school situation.

(2 punishment - yesterday - refused. } blew away.
smashing glasses.



Witnessed Lee watching
but not involved.



Not going to [redacted] to report to him.

Week Wednesday. 9.30 am. Wed 22nd.