



## Case studies around Youth Mental Health

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## **Case Study: The Power of Friendship in Overcoming Depression**

**Background:** Sarah is a 15-year-old student who has been struggling with depression for several months. She used to be an active and cheerful student, but lately, she has been feeling down, isolated, and lacking motivation. Sarah's grades have started to decline, and she has lost interest in activities she once enjoyed. Recognising the signs of depression, Sarah's friends decided to intervene and offer their support.

**Intervention:** Sarah's friends, Emily, Alex, and Lisa, noticed the changes in Sarah's behaviour and became concerned for her well-being. They decided to approach the situation with empathy and compassion. They started by organizing a small gathering at Emily's house, inviting Sarah along with their other close friends. The goal was to create a safe space where Sarah could open up and share her feelings.

During the gathering, Emily, Alex, and Lisa took turns expressing their concern for Sarah. They shared stories about their own struggles and how they managed to overcome difficult times. Their vulnerability created an atmosphere of trust and encouraged Sarah to open up about her feelings of sadness, hopelessness, and loneliness.

**Support and Empathy:** The friends understood the importance of providing ongoing support for Sarah. They listened attentively to her without judgment and made her feel understood and valued. They reassured her that they were there for her and that she didn't have to face her struggles alone.

Emily, Alex, and Lisa also encouraged Sarah to seek professional help. At the request of Sarah, they accompanied her to the first therapy session to offer emotional support. They understood that while friendship is crucial, professional intervention can provide specialized guidance and tools to cope with depression.

**Building a Support Network:** In addition to their efforts, Sarah's friends recognised the importance of involving other supportive figures in Sarah's life. They reached out and shared their concerns about her mental health. Sarah's parents were grateful for their insights and promptly sought professional help for their daughter.

**Follow-up Questions:**

1. What signs of depression did Sarah's friends notice in her behaviour?
2. How did Sarah's friends approach the situation with empathy and compassion?
3. What steps did Sarah's friends take to create a safe space for her to open up?
4. How did Sarah's friends provide ongoing support for her?
5. Why did Sarah's friends encourage her to seek professional help?
6. How did Sarah's friends involve other supportive figures in her life?
7. How did Sarah's parents respond to the concerns raised by her friends?
8. In what ways can friends play a significant role in supporting someone with depression?
9. What are some other strategies that could be helpful for someone experiencing depression?
10. How can society reduce the stigma surrounding mental health issues to encourage more open conversations and support?

## Case Study: The Hidden Battle: The Detrimental Effects of Concealed Depression in a Student

**Introduction:** In this case study, we explore the story of Emily, a secondary school student who struggled with depression but tried to hide her condition from others. We examine the detrimental effects that concealing her depression had on her mental health and overall well-being.

**Background:** Emily, a talented and diligent student, was well-liked by her peers and teachers. She excelled academically and actively participated in extracurricular activities. However, behind her seemingly happy and successful front, Emily was battling with depression.

**Situation:** Emily began experiencing symptoms of depression during her first year of high school. She felt persistent sadness, fatigue, and a lack of motivation. As her condition worsened, Emily found it increasingly challenging to focus on her studies and maintain her usual level of productivity. Recognising that she needed help, she initially confided in a close friend about her struggles. However, fearing judgment and stigma, she decided to hide her depression from everyone else, including her family and teachers.

### Detrimental Effects:

1. **Deteriorating Mental Health:** By concealing her depression, Emily denied herself the opportunity to seek proper support and treatment. She neglected her mental health, causing her symptoms to intensify over time. The absence of professional guidance exacerbated her feelings of hopelessness and isolation.
2. **Academic Decline:** As her depression worsened, Emily's academic performance suffered. Her lack of concentration and motivation made it difficult for her to complete assignments and study effectively. Consequently, her grades declined, and she fell behind in her coursework, compounding her feelings of inadequacy and anxiety.
3. **Strained Relationships:** Hiding her depression placed a significant strain on Emily's relationships with her family, friends, and teachers. Her withdrawal from social interactions and refusal to seek help puzzled and worried those who cared about her. The distance she created between herself and her support network further isolated her, deepening her feelings of loneliness and exacerbating her depression.
4. **Physical Health Complications:** Untreated depression can manifest in physical symptoms. Emily's suppressed emotional distress resulted in disrupted sleep patterns, loss of appetite, and a general decline in physical well-being. Without addressing her mental health, she inadvertently jeopardised her physical health as well.

### Follow-Up Questions:

1. How could Emily have benefited from disclosing her depression to her family and teachers?
2. What are some potential consequences of hiding depression in the long term?
3. What steps could Emily have taken to find the support and treatment she needed?
4. How might seeking professional help have improved Emily's situation?
5. What role can schools play in identifying and supporting students struggling with mental health issues?

6. How can friends and peers create a safe and supportive environment for someone experiencing depression?
7. What are some warning signs that friends, family, or teachers should look out for in identifying hidden depression?
8. What resources are available in schools and communities to assist students dealing with mental health challenges?
9. What can be done to reduce the stigma associated with mental health conditions?
10. How can educators be trained to recognize and support students who may be concealing their depression?

## **Title: The Hidden Burden: A Case Study on Concealed Anxiety and Its Impact on Education**

**Introduction:** This case study sheds light on the struggles of a student grappling with anxiety and the subsequent adverse effects on their educational journey. By exploring the experiences of this individual, we aim to increase awareness about the importance of mental health support and encourage open dialogue in educational settings.

**Case Study:** Name: Sarah Age: 15

**Background:** Sarah is a diligent and intelligent student, well-regarded by her teachers and classmates alike. She has always been anxious, but in recent years, her anxiety has intensified. Fearing judgment and stigmatization, Sarah has learned to conceal her anxiety and present a composed demeanour to the outside world. Unfortunately, this has led to several challenges in her academic pursuits.

**Symptoms of Concealed Anxiety:**

1. **Test Anxiety:** Sarah experiences debilitating anxiety during exams, leading to difficulty concentrating, memory lapses, and impaired performance.
2. **Social Anxiety:** Interacting with peers, participating in class discussions, and giving presentations causes extreme distress for Sarah, making her avoid such situations whenever possible.
3. **Perfectionism:** Sarah places immense pressure on herself to excel in all academic endeavours, which exacerbates her anxiety levels.
4. **Procrastination:** Overwhelmed by the fear of failure, Sarah often puts off assignments and studying until the last minute, resulting in added stress and subpar work.

**Effects on Education:**

1. **Declining Grades:** Sarah's academic performance has suffered due to her concealed anxiety. Despite her intelligence, her grades have shown a consistent decline over the past two years.
2. **Lack of Participation:** Sarah's reluctance to engage in classroom discussions and activities has hindered her ability to contribute to her learning experience fully.
3. **Missed Opportunities:** Her anxiety prevents her from exploring extracurricular activities, attending social events, and seeking help when needed, limiting her personal and academic growth.
4. **Emotional Well-being:** Sarah's constant worry, stress, and fear take a toll on her mental health, leading to emotional exhaustion and a diminished sense of self-worth.

**Follow-up Questions:**

1. How did Sarah's concealed anxiety impact her academic performance?
2. What are the common symptoms of anxiety that Sarah experienced in an educational setting?
3. How did her anxiety affect her interactions with peers and teachers?
4. What role did perfectionism play in Sarah's anxiety and its impact on her education?
5. How did Sarah's concealed anxiety manifest in her study habits and time management?

6. What opportunities did Sarah miss out on due to her anxiety?
7. How did her anxiety affect her emotional well-being and overall self-esteem?
8. What measures could have been taken to provide support to Sarah and address her anxiety earlier?
9. What steps can educational institutions take to create a supportive environment for students struggling with anxiety?
10. How can students themselves seek help and support for their anxiety in an educational setting?

Conclusion: Sarah's case serves as a reminder of the importance of recognising and addressing mental health concerns in educational environments. By fostering open dialogue, promoting awareness, and providing necessary support, schools can empower students like Sarah to overcome their anxiety and thrive academically and emotionally.

## **Case Study: Overcoming an eating disorder with Peer Support**

**Introduction:** This case study focuses on the story of a young student named Emily, who faced a challenging journey with an eating disorder during her time in school. It highlights the impact of her eating disorder on her academic performance and social well-being but also emphasizes the crucial role played by her supportive peers in helping her overcome the disorder. Emily's experience serves as a testament to the power of friendship, empathy, and understanding in fostering resilience and promoting mental health.

**Background:** Emily was a diligent and talented student in her high school. She was known for her academic achievements and active participation in extracurricular activities. However, unbeknownst to her classmates and teachers, she was silently struggling with an eating disorder. Emily's eating disorder started to manifest during her first year, primarily driven by unrealistic societal beauty standards and intense pressure to excel in every aspect of her life.

**Impact on Academics:** As Emily's eating disorder progressed, it began to take a toll on her academic performance. She found it challenging to concentrate on her studies due to persistent thoughts about food, body image, and self-esteem issues. The lack of proper nutrition affected her energy levels and ability to focus, resulting in declining grades and missed assignments. Her teachers noticed the change and became concerned about her sudden decline in performance.

**Social Isolation:** Emily's eating disorder not only affected her academics but also led to social isolation. She became withdrawn and avoided social gatherings that involved food. She constantly compared herself to her peers and felt inadequate, further exacerbating her feelings of isolation and loneliness. Her friends noticed her distress and grew worried about her well-being.

**Peer Support and Intervention:** Fortunately, Emily had a group of caring and observant friends who noticed her struggle and decided to intervene. They approached her with empathy and concern, expressing their worry about her well-being. Sensing their genuine care and support, Emily gradually opened up about her eating disorder. Her friends reassured her that they would stand by her side throughout her recovery journey and encouraged her to seek professional help.

**Collaboration with School and Professionals:** Emily's friends understood the importance of involving trusted adults in her recovery. They confided in a supportive teacher, who then reached out to the school's counselling department. The school counsellor promptly arranged a meeting with Emily, her friends, and her parents to discuss the situation and develop an action plan. The counsellor also recommended a specialist in eating disorder treatment to provide professional support for Emily's recovery.

**Supportive Environment and Recovery:** With the collaborative efforts of her friends, family, school, and professionals, Emily began her recovery journey. Her friends made sure to include her in social activities that didn't revolve around food, such as outdoor sports, movie nights, or creative projects. They provided emotional support, reminding her that her worth was not defined by her appearance or academic achievements. Additionally, the school ensured that teachers were informed about Emily's situation and offered her flexibility with assignments and exams, allowing her to focus on her recovery while not falling behind academically.



Overcoming the Eating Disorder: As time went on, Emily's determination, combined with the unwavering support from her peers and professionals, helped her overcome her eating disorder. She attended therapy sessions, received nutritional guidance, and gradually learned to develop a healthy relationship with food and her body. Emily's grades improved, and she regained her confidence and self-esteem. She continued to lean on her supportive friends and shared her story with others who were also struggling, inspiring them to seek help and support.

#### Follow-Up Questions:

1. How did Emily's eating disorder affect her academic performance?
2. How did Emily's friends notice her struggle with an eating disorder?
3. What steps did Emily's friends take to support her?
4. How did the school and professionals contribute to Emily's recovery?
5. In what ways did Emily's social isolation affect her mental well-being?
6. How did Emily's friends create a supportive environment for her recovery?
7. What impact did the collaborative efforts of her friends, family, and professionals have on Emily's recovery?
8. What steps did Emily take to overcome her eating disorder?
9. How did Emily's experience inspire and help others who were also struggling with similar issues?
10. What lessons can be learned from Emily's story about the importance of peer support in overcoming challenges?

These follow-up questions will allow for a deeper discussion and reflection on the case study, encouraging students to think critically about the impact of eating disorders, the significance of peer support, and the steps that can be taken to support individuals facing similar challenges.

## **Case Study: The Impact of Bullying on Student Depression**

**Introduction:** This case study explores the detrimental effects of bullying on a young student, leading to the development of depression. It highlights the various aspects of bullying and how they contributed to the student's mental health struggles.

**Background:** Name: Sarah Age: 14 years

**Case Study Description:** Sarah, a 14-year-old student, was a bright and talented young girl. She had always been diligent in her studies and actively participated in extracurricular activities. However, things started to change when she became the target of relentless bullying.

**Bullying Incidents:**

1. **Verbal Abuse:** Sarah was subjected to constant verbal abuse by a group of students. They would mock her appearance, intelligence, and social skills in front of others, leaving her feeling humiliated and isolated.
2. **Social Exclusion:** The bullies intentionally excluded Sarah from group activities, parties, and gatherings. They spread rumours about her, leading to the erosion of her social circle and isolation from her peers.
3. **Cyberbullying:** The tormentors extended their bullying tactics online, creating derogatory memes and circulating them on social media platforms. This cyberbullying further intensified Sarah's feelings of shame and worthlessness.

**Effects on Sarah:**

1. **Emotional Distress:** The relentless bullying took a toll on Sarah's emotional well-being. She experienced heightened anxiety, fear, and constant sadness, gradually leading to the development of depression.
2. **Academic Decline:** As a result of the bullying, Sarah's academic performance started to decline. She struggled to concentrate on her studies and often missed classes, affecting her grades.
3. **Social Withdrawal:** Sarah gradually withdrew from social interactions, fearing judgment and further mistreatment. She became increasingly isolated and found solace in spending time alone.

**Impact on Mental Health:**

1. **Depression:** The continuous bullying pushed Sarah into a state of depression. She experienced feelings of hopelessness, worthlessness, and a persistent lack of interest in activities she once enjoyed.
2. **Low Self-Esteem:** The repeated insults and social exclusion eroded Sarah's self-esteem, causing her to doubt her own worth and capabilities. She developed a negative self-image and constantly criticized herself.

**Follow-up Questions:**

1. How did the bullying incidents affect Sarah's academic performance?
2. What were the specific effects of cyberbullying on Sarah's mental health?

3. How did the bullying impact Sarah's social life and relationships?
4. What were the signs and symptoms that indicated Sarah was developing depression?
5. What strategies could the school have employed to prevent or address the bullying incidents?
6. How could Sarah's friends and classmates have supported her during this difficult time?
7. What interventions or therapies could be beneficial for Sarah's recovery from depression?
8. How can schools create a safe and inclusive environment to prevent bullying and support students' mental well-being?
9. What are some long-term consequences of bullying on a young person's mental health?
10. How can parents and caregivers identify and address signs of bullying-related depression in their children?

Remember that each case is unique, and it is essential to consider individual circumstances and seek professional guidance when dealing with such situations.

## **Title: Peer Support for an Anxious Student: A Case Study in a School Setting**

**Introduction:** This case study highlights the positive impact of peer support on a student suffering from anxiety in a school setting. It illustrates how the collective efforts of classmates and friends can create an inclusive and supportive environment that helps alleviate anxiety symptoms and promotes overall well-being.

### **Case Study:**

**Background:** Emma is a 16-year-old student in secondary school who has been struggling with anxiety for several years. Her anxiety often manifests as excessive worrying, panic attacks, and social withdrawal. Emma's anxiety has started to affect her academic performance and overall enjoyment of school.

**Identification:** Emma's classmates, who were aware of her struggle with anxiety, noticed her increasing distress and decided to take action. They realized the importance of creating a supportive environment for Emma and wanted to help her feel more comfortable and included in the school community.

**Peer Education:** The students organised an awareness campaign to educate their peers about anxiety and its impact on mental health. They conducted research, created informative posters, and delivered presentations in classrooms, highlighting the signs and symptoms of anxiety. The goal was to foster understanding and empathy among the student body.

**Peer Support Group:** Recognizing the need for ongoing support, Emma's friends established a peer support group specifically tailored to address anxiety-related challenges. The group met regularly during lunch breaks or after school to discuss coping strategies, share experiences, and provide emotional support. The meetings created a safe space where Emma could express her feelings without judgment.

**Inclusive Classroom Environment:** To ensure Emma's comfort in the classroom, her classmates and teachers made a conscious effort to create an inclusive environment. They encouraged her to participate in class discussions, offered help with assignments, and actively engaged her in group activities. By treating her with kindness and understanding, they helped reduce Emma's anxiety levels and boost her confidence.

**Social Events:** Emma's friends organised inclusive social events that accommodated her needs and allowed her to participate comfortably. They avoided overwhelming situations and planned activities that were calming and enjoyable for her. By incorporating her interests and preferences, they ensured Emma felt included and supported in social settings.

**Results:** The combined efforts of Emma's peers significantly impacted her well-being. Emma reported feeling more accepted, supported, and understood by her classmates. Her anxiety symptoms reduced, and she began to enjoy school again. Emma's academic performance improved, and she felt motivated to engage in extracurricular activities.

### **Follow-up Questions:**

1. How did the awareness campaign contribute to fostering empathy and understanding among the student body?

2. What specific coping strategies were discussed and implemented in the peer support group?
3. How did the inclusive classroom environment positively affect Emma's anxiety levels and academic performance?
4. What types of social events were organised to accommodate Emma's needs and preferences?
5. How did Emma's overall well-being change as a result of the support she received from her peers?
6. Did the school administration play a role in supporting Emma and the initiatives taken by her peers? If so, how?
7. Were there any challenges or obstacles faced by Emma's classmates while supporting her? If yes, how were they overcome?
8. How can this case study inspire other students and schools to implement similar peer support programs for students with anxiety?
9. What additional resources or strategies could be incorporated to further enhance the support for students with anxiety in a school setting?
10. How can educators and school counsellors collaborate with students to create a more inclusive and supportive environment for students with anxiety?

Note: The responses to these questions will help in gaining a deeper understanding of the impact of peer support on students with anxiety and exploring potential improvements for implementing similar programs in other educational settings.

## **Title: The Detrimental Effects of Missing School: Nurturing Support for Students with Anxiety**

**Introduction:** This case study explores the detrimental effects of missing school among young people who suffer from anxiety. Anxiety disorders can significantly impact a student's ability to attend school regularly and actively participate in their education. However, with appropriate support from the school and peers, students can navigate these challenges more effectively, promoting their overall well-being and academic success.

### **Case Study:**

**Background:** Sarah is a 15-year-old student who has been diagnosed with an anxiety disorder. Over the past few months, Sarah's anxiety symptoms have intensified, making it increasingly difficult for her to attend school regularly. Her fear of social interaction and performance-related anxiety often leave her feeling overwhelmed, leading her to skip classes and avoid school events. As a result, Sarah's grades have declined, and she feels isolated from her peers.

### **Detrimental Effects:**

1. **Academic Impact:**
  - Falling behind in coursework and missing important lessons can hinder Sarah's academic progress.
  - Inconsistent attendance can make it challenging for her to follow the curriculum and understand new concepts.
  - Missed assignments and exams may result in poor grades, affecting her overall academic performance.
2. **Social Isolation:**
  - Frequent absences can cause Sarah to feel disconnected from her classmates, leading to social isolation.
  - Lack of interaction with peers can hinder the development of social skills and hinder her ability to form meaningful relationships.
  - The absence from school events and extracurricular activities may result in missing out on important social experiences and personal growth opportunities.
3. **Emotional Well-being:**
  - Continued avoidance of school due to anxiety can contribute to heightened stress levels and increased feelings of inadequacy.
  - Isolation and academic struggles can lead to low self-esteem and a negative self-image, further exacerbating anxiety symptoms.
  - The cycle of anxiety and school avoidance can perpetuate a sense of hopelessness, impacting overall mental health.

### **School and Peer Support:**

1. **Educator Support:**
  - Establish open lines of communication between Sarah and her teachers to address her specific needs.
  - Implement accommodations such as modified assignments, extended deadlines, or flexible attendance policies to alleviate academic pressure.

- Encourage a supportive classroom environment where students can express their concerns and empathize with each other's struggles.
- 2. Counsellor Involvement:
  - Collaborate with the school counsellor to develop an individualized plan for Sarah's mental health needs.
  - Conduct regular check-ins to monitor her progress, provide guidance, and ensure she has access to appropriate resources.
  - Explore therapeutic interventions such as cognitive-behavioural therapy (CBT) to equip Sarah with coping mechanisms for managing anxiety.
- 3. Peer Support:
  - Encourage classmates to foster an inclusive environment by promoting empathy, understanding, and acceptance.
  - Provide opportunities for peer mentoring or group activities that facilitate connection and support among students.
  - Educate peers about anxiety disorders to dispel misconceptions and promote a culture of compassion and support.

#### Follow-up Questions:

1. How can consistent school attendance positively impact a student's academic performance?
2. What are some potential long-term consequences of social isolation among young people?
3. What strategies can schools employ to support students with anxiety and promote their mental well-being?
4. How can peer support contribute to a student's overall mental health and educational experience?
5. In your opinion, what can schools do to reduce the stigma surrounding mental health issues and encourage students to seek help?

## **Case Study: Overcoming an eating disorder with Peer Support**

**Introduction:** This case study focuses on the story of a young student named Emily, who faced a challenging journey with an eating disorder during her time in school. It highlights the impact of her eating disorder on her academic performance and social well-being but also emphasizes the crucial role played by her supportive peers in helping her overcome the disorder. Emily's experience serves as a testament to the power of friendship, empathy, and understanding in fostering resilience and promoting mental health.

**Background:** Emily was a diligent and talented student in her high school. She was known for her academic achievements and active participation in extracurricular activities. However, unbeknownst to her classmates and teachers, she was silently struggling with an eating disorder. Emily's eating disorder started to manifest during her first year, primarily driven by unrealistic societal beauty standards and intense pressure to excel in every aspect of her life.

**Impact on Academics:** As Emily's eating disorder progressed, it began to take a toll on her academic performance. She found it challenging to concentrate on her studies due to persistent thoughts about food, body image, and self-esteem issues. The lack of proper nutrition affected her energy levels and ability to focus, resulting in declining grades and missed assignments. Her teachers noticed the change and became concerned about her sudden decline in performance.

**Social Isolation:** Emily's eating disorder not only affected her academics but also led to social isolation. She became withdrawn and avoided social gatherings that involved food. She constantly compared herself to her peers and felt inadequate, further exacerbating her feelings of isolation and loneliness. Her friends noticed her distress and grew worried about her well-being.

**Peer Support and Intervention:** Fortunately, Emily had a group of caring and observant friends who noticed her struggle and decided to intervene. They approached her with empathy and concern, expressing their worry about her well-being. Sensing their genuine care and support, Emily gradually opened up about her eating disorder. Her friends reassured her that they would stand by her side throughout her recovery journey and encouraged her to seek professional help.

**Collaboration with School and Professionals:** Emily's friends understood the importance of involving trusted adults in her recovery. They confided in a supportive teacher, who then reached out to the school's counselling department. The school counsellor promptly arranged a meeting with Emily, her friends, and her parents to discuss the situation and develop an action plan. The counsellor also recommended a specialist in eating disorder treatment to provide professional support for Emily's recovery.

**Supportive Environment and Recovery:** With the collaborative efforts of her friends, family, school, and professionals, Emily began her recovery journey. Her friends made sure to include her in social activities that didn't revolve around food, such as outdoor sports, movie nights, or creative projects. They provided emotional support, reminding her that her worth was not defined by her appearance or academic achievements. Additionally, the school ensured that teachers were informed about Emily's situation and offered her flexibility with assignments and exams, allowing her to focus on her recovery while not falling behind academically.



Overcoming the eating disorder: As time went on, Emily's determination, combined with the unwavering support from her peers and professionals, helped her overcome her eating disorder. She attended therapy sessions, received nutritional guidance, and gradually learned to develop a healthy relationship with food and her body. Emily's grades improved, and she regained her confidence and self-esteem. She continued to lean on her supportive friends and shared her story with others who were also struggling, inspiring them to seek help and support.

#### Follow-Up Questions:

1. How did Emily's eating disorder affect her academic performance?
2. How did Emily's friends notice her struggle with an eating disorder?
3. What steps did Emily's friends take to support her?
4. How did the school and professionals contribute to Emily's recovery?
5. In what ways did Emily's social isolation affect her mental well-being?
6. How did Emily's friends create a supportive environment for her recovery?
7. What impact did the collaborative efforts of her friends, family, and professionals have on Emily's recovery?
8. What steps did Emily take to overcome her eating disorder?
9. How did Emily's experience inspire and help others who were also struggling with similar issues?
10. What lessons can be learned from Emily's story about the importance of peer support in overcoming challenges?

These follow-up questions will allow for a deeper discussion and reflection on the case study, encouraging students to think critically about the impact of eating disorders, the significance of peer support, and the steps that can be taken to support individuals facing similar challenges.

## **Case Study: John - Binge Eating Disorder and the Impact of Bullying**

**Introduction:** John is a 17-year-old high school student who has been struggling with binge eating disorder, a condition characterized by recurrent episodes of consuming large quantities of food in a short period. Despite the emotional and physical toll that binge eating has taken on him, John's condition worsened due to the bullying he experienced at school. This case study explores the challenges John faced and highlights how his peers could have supported him during his difficult journey.

**Background:** John began developing binge eating disorder during his early teenage years as a result of various factors, including stress, low self-esteem, and emotional struggles. Food became a way for him to cope with negative emotions, leading to a cycle of intense cravings, guilt, and subsequent overeating. This disorder soon took a toll on his physical health, leading to weight gain, lethargy, and feelings of shame.

**Bullying Experiences:** Unfortunately, John's battle with binge eating disorder was exacerbated by the bullying he faced at school. Peers would mock him for his weight, make derogatory comments about his eating habits, and engage in body shaming. These relentless attacks caused John to feel isolated, embarrassed, and increasingly self-conscious. The bullying affected his academic performance, social interactions, and overall mental well-being.

**Peer Support:** Despite the challenging circumstances, there were ways in which John's peers could have supported him through his struggles:

1. **Encouragement and Empathy:** Peers could have provided emotional support by showing empathy and understanding towards John's condition. They could have offered words of encouragement and reassurance, emphasizing that they are there for him.
2. **Education and Awareness:** By educating themselves about binge eating disorder, John's peers could have developed a better understanding of his condition. This knowledge would have allowed them to empathize with him and avoid perpetuating harmful stereotypes or engaging in negative behaviour.
3. **Inclusion and Friendship:** Including John in social activities and ensuring he felt accepted and valued as a friend could have made a significant difference. Inviting him to group outings, sitting with him at lunch, and engaging in non-judgmental conversations could have helped alleviate his feelings of isolation.
4. **Intervention and Reporting:** If John's peers witnessed instances of bullying, it was crucial for them to intervene and report the incidents to a trusted adult, such as a teacher or counsellor. This collective effort could have created a safer environment for John and deterred further bullying.

Follow-up Questions:

1. How did John's binge eating disorder affect his daily life and overall well-being?
2. What are some of the reasons behind the development of binge eating disorder in teenagers?
3. What are the potential long-term consequences of bullying on a person's mental health?
4. How can schools and educational institutions play a role in raising awareness about eating disorders and preventing bullying?
5. What are some other ways in which peers can support individuals struggling with binge eating disorder or other mental health issues?

Note: It is important to remember that this case study is fictional, and individuals with binge eating disorder may have different experiences and needs. Seeking professional help from a healthcare provider or counsellor is crucial for individuals facing similar challenges.

## **Title: The Power of Friendship: Supporting a Friend with Bulimia Nervosa**

Introduction: This case study highlights the story of a group of friends who provided crucial support to a fellow student struggling with bulimia nervosa. By recognizing the signs and symptoms of the eating disorder, they were able to offer their friend the necessary assistance, creating a safe and understanding environment for her recovery. This case study aims to emphasize the importance of friendship and awareness when it comes to supporting individuals with mental health issues.

Case Study: Samantha, an 18-year-old student, had been experiencing a secret battle with bulimia nervosa. She had managed to keep her eating disorder hidden from her peers and loved ones until her friends, Emily, Mark, and Sarah, started noticing subtle changes in her behaviour.

1. **Observing Early Signs:** Emily, one of Samantha's closest friends, began noticing signs that Samantha might be struggling with an eating disorder. She observed Samantha frequently visiting the bathroom immediately after meals, displaying noticeable weight fluctuations, and showing anxiety or distress around food-related situations.
2. **Expressing Concern:** Emily decided to discuss her concerns with Mark and Sarah, who also shared a close bond with Samantha. They expressed their worries about Samantha's well-being and decided to approach her in a supportive and non-judgmental manner.
3. **Initiating the Conversation:** Together, Emily, Mark, and Sarah approached Samantha with empathy and genuine concern. They emphasized their support and emphasized that they were there for her, no matter what. They gently expressed their observations and encouraged Samantha to seek professional help.
4. **Encouraging Professional Help:** Understanding that Samantha needed specialized care, the group of friends researched local resources, such as counselling services, eating disorder support groups, and treatment centres. They compiled a list of options and presented them to Samantha, reassuring her that seeking professional help was a positive step toward recovery.
5. **Creating a Safe Environment:** Emily, Mark, and Sarah recognised the importance of fostering a safe and supportive environment for Samantha. They avoided discussing weight, appearance, or dieting around her, and instead, focused on engaging in activities that promoted overall well-being, such as going for walks, trying new hobbies, and having open conversations about mental health.
6. **Offering Emotional Support:** Throughout Samantha's journey, the friends remained emotionally available. They actively listened to her, provided reassurance during challenging moments, and reminded her of her progress and worth. They also encouraged her to attend therapy sessions regularly and participated in support group meetings alongside her.

### Follow-Up Questions:

1. How did Emily, Mark, and Sarah recognize that Samantha might be struggling with bulimia nervosa?
2. What steps did Emily, Mark, and Sarah take to approach Samantha about their concerns?
3. Why is it essential to approach someone with an eating disorder in a non-judgmental and supportive manner?

4. What resources did the friends suggest to Samantha for professional help?
5. How did Emily, Mark, and Sarah create a safe environment for Samantha?
6. What role did emotional support play in Samantha's recovery?
7. How did the friends educate themselves about bulimia nervosa and its treatment?
8. In what ways can friends continue supporting someone with an eating disorder even after professional help is sought?
9. How did Samantha's recovery affect the dynamics of the friendship group?
10. What are some key takeaways from this case study in terms of supporting individuals with mental health issues?

## **Title: Joseph's Journey: Navigating Psychosis with Peer and School Support**

**Introduction:** This case study examines the experiences of Joseph, a male student who battled with psychosis, and how he received crucial support from his peers and school during his challenging journey. Joseph's story sheds light on the significance of a supportive environment in aiding individuals struggling with mental health issues.

**Background:** Joseph, a 17-year-old student, started displaying signs of psychosis during his first year. He experienced hallucinations, delusions, and difficulty discerning between reality and imagination. These symptoms caused immense distress, impairing Joseph's academic performance and social interactions.

**Peer Support:** Recognizing Joseph's struggle, his classmates rallied together to provide him with much-needed support. They expressed empathy, refrained from stigmatizing his condition, and offered assistance whenever possible. Joseph's close friend, Sarah, became his confidante, actively listening to his concerns and encouraging him to seek professional help. This compassionate network of peers played a vital role in bolstering Joseph's mental well-being and fostering a sense of belonging.

**School Support:** Joseph's school, an advocate for mental health awareness, played a crucial role in supporting him throughout his journey. The school administration took immediate action, collaborating with Joseph's parents to devise a comprehensive support plan. They enlisted the help of a school counsellor, who specialized in mental health issues. They worked closely with Joseph, providing him with a safe space to share his experiences, offering coping strategies, and ensuring his academic needs were met.

The school implemented various accommodations for Joseph, including modified schedules to manage stress levels, flexible deadlines for assignments, and additional support during exam periods. They also organised mental health awareness campaigns to educate the student body about psychosis and destigmatize mental health conditions.

**Results and Impact:** With the combined support of his peers and school, Joseph's condition gradually improved. Regular counselling sessions and the implementation of appropriate strategies helped him regain a sense of control and stability. Joseph's academic performance gradually improved, and he regained his social confidence, participating actively in school activities and clubs.

### **Follow-Up Questions:**

1. What challenges did Joseph face due to his psychosis?
2. How did Joseph's peers provide support during his journey?
3. Describe the role of the school counsellor, in supporting Joseph.
4. What accommodations did the school implement to support Joseph's mental health?
5. How did Joseph's mental well-being improve over time?
6. How did the school raise awareness about mental health issues and destigmatise them?
7. What can other students and schools learn from Joseph's story in supporting individuals with psychosis?
8. How can a supportive environment positively impact an individual's mental health?

9. What are some strategies that Joseph could employ to maintain his mental well-being in the future?
10. How can schools and communities work together to provide comprehensive support for individuals with mental health conditions?

Conclusion: Joseph's journey navigating psychosis with the support of his peers and school showcases the immense positive impact of a supportive environment. By fostering empathy, understanding, and proactive intervention, Joseph was able to regain stability, academic success, and a sense of belonging. This case study highlights the importance of raising mental health awareness, implementing accommodations, and creating a community that supports and accepts individuals facing mental health challenges.

## **Case Study: Sarah's Struggle with Psychosis and Its Impact on Education**

Introduction: Sarah, a 16-year-old student, is experiencing a range of symptoms that indicate the onset of psychosis. Psychosis is a mental health condition characterized by a loss of contact with reality, resulting in delusions, hallucinations, disorganised thinking, and difficulty functioning in daily life. This case study explores Sarah's signs and symptoms of psychosis and examines how this condition affects her education.

Case Description: Sarah has always been a bright and motivated student, actively participating in class and consistently achieving good grades. However, over the past few months, her behaviour and academic performance have started to decline significantly.

### **Signs and Symptoms:**

1. **Delusions:** Sarah exhibits delusional beliefs, firmly holding onto irrational thoughts that cannot be changed by reason. For example, she firmly believes that her classmates are plotting against her, spreading rumours and intending to harm her.
2. **Hallucinations:** Sarah experiences auditory hallucinations, hearing voices that no one else can hear. She often reports hearing derogatory or threatening voices that constantly criticize and belittle her.
3. **Disorganised Thinking:** Sarah's thought processes become fragmented and disorganised. She struggles to concentrate and follow complex instructions. Her speech becomes incoherent and jumps from one topic to another without logical connections.
4. **Social Withdrawal:** Sarah increasingly isolates herself from her peers and avoids social interactions. She has become suspicious and paranoid, fearing that others are out to harm her. Consequently, she has lost her previous friendships and support network.
5. **Decline in Academic Performance:** Sarah's grades have plummeted, and her once-enthusiastic participation in class has diminished. She struggles to complete assignments, often handing them in late or not at all. Her ability to retain information and concentrate on tasks has significantly deteriorated.
6. **Emotional Instability:** Sarah experiences intense mood swings, ranging from periods of heightened agitation and irritability to episodes of extreme sadness and withdrawal. Her emotional instability further hampers her ability to engage in academic activities.

### **Impact on Education:**

1. **Impaired Cognitive Functioning:** Sarah's disorganised thinking and difficulty concentrating make it challenging for her to comprehend and process new information. Consequently, her ability to learn and retain knowledge is greatly compromised.
2. **Reduced Academic Engagement:** Sarah's withdrawal from social interactions and increasing isolation negatively impact her participation in class. She no longer actively engages in discussions or asks questions, leading to a decline in her overall academic engagement.
3. **Disrupted Peer Relationships:** Sarah's paranoia and delusions have severed her previous friendships, leaving her feeling isolated and unsupported. The absence of peer connections further hinders her educational experience, as she lacks the social support necessary for academic growth.



4. **Inconsistent Attendance and Punctuality:** Sarah's symptoms often make it challenging for her to maintain regular attendance at school. She frequently misses classes due to her emotional instability, hallucinations, and general distress, leading to gaps in her learning and academic progress.

Follow-Up Questions:

1. How can the school support Sarah in identifying and managing her symptoms of psychosis?
2. What measures can be taken to ensure Sarah's safety and the safety of her classmates during episodes of acute distress or hallucinations?
3. How can the school collaborate with mental health professionals to develop an individualized education plan (IEP) for Sarah that addresses her specific needs?
4. What strategies can be implemented to support Sarah's social reintegration and the rebuilding of peer relationships?
5. What accommodations and modifications can be made to Sarah's curriculum to facilitate her learning and accommodate her cognitive difficulties?
6. How can the school educate the students and staff about psychosis and reduce stigma to create a more inclusive and supportive environment for Sarah?
7. What community resources are available to provide ongoing support for Sarah and her family outside of the school setting?

Conclusion: Sarah's struggle with psychosis has had a significant impact on her education. By recognizing the signs and symptoms of psychosis and implementing appropriate interventions and support, Sarah can be provided with the necessary tools to manage her condition and continue her educational journey. Collaborative efforts between the school, mental health professionals, and Sarah's support network are crucial in ensuring her academic success and overall well-being.

## **Title: Supporting a 15-Year-Old Student with Psychosis: A Case Study**

**Introduction:** This case study focuses on the support available for a 15-year-old student in the UK who is experiencing psychosis. Psychosis is a mental health condition characterized by a loss of touch with reality, including hallucinations, delusions, and disorganised thinking. Early intervention and a comprehensive support system are crucial for helping young individuals navigate through psychosis and regain stability in their lives.

**Case Overview:** Sarah, a 15-year-old student, has recently been diagnosed with psychosis. She started experiencing symptoms such as hearing voices, having paranoid thoughts, and feeling detached from reality. Recognizing the importance of early intervention, Sarah's school, along with her family and healthcare professionals, has come together to provide her with the necessary support.

### **Support Available:**

1. **Mental Health Services:** Sarah's parents have connected her with mental health services, including a psychiatrist and a therapist, who specialize in working with young people experiencing psychosis. These professionals will provide a diagnosis, medication management, therapy sessions, and ongoing support tailored to Sarah's needs.
2. **School Support:** Sarah's school has implemented an Individual Education Plan (IEP) to address her educational needs and ensure a supportive learning environment. This includes flexibility with deadlines, additional tutoring if necessary, and regular communication between the school, Sarah, and her healthcare team.
3. **Peer Support:** Peers can play a crucial role in supporting Sarah through her journey with psychosis. The school has initiated a peer support program where trained students are paired with Sarah to provide emotional support, friendship, and a sense of belonging. These peers are educated about psychosis, ensuring they understand the challenges Sarah may face and how they can assist her effectively.

### **How Peers Can Help:**

1. **Understanding and Empathy:** Peers can develop an understanding of psychosis and the challenges it presents. By being empathetic, patient, and non-judgmental, they can create a safe and inclusive environment for Sarah.
2. **Active Listening:** Peers can actively listen to Sarah, allowing her to express her feelings, concerns, and experiences without interruption. This helps her feel heard and validated, reducing feelings of isolation.
3. **Encouragement and Support:** Peers can encourage Sarah to engage in activities she enjoys, boosting her self-esteem and confidence. By offering support during challenging moments, they can help her navigate difficult situations more effectively.
4. **Promoting Social Inclusion:** Peers can involve Sarah in social activities, group projects, and outings, ensuring she feels included and accepted within her peer group. This can enhance her sense of belonging and reduce social isolation.

### **Follow-Up Questions:**

1. How can Sarah's school ensure that her education is not adversely affected by her condition?

2. What additional resources can be provided to Sarah's peers to enhance their understanding of psychosis and their ability to support her effectively?
3. How can Sarah's family be involved in supporting her mental health both at home and within the broader community?
4. What strategies can be implemented to reduce stigma and promote awareness of mental health issues, including psychosis, among students and staff at Sarah's school?
5. Are there any local support groups or community organizations that can provide further assistance to Sarah and her family?
6. How can Sarah's progress be monitored to ensure that her treatment plan is effective and adjusted as needed?

Conclusion: Supporting a 15-year-old student with psychosis requires a multi-faceted approach involving mental health services, school support, and the active involvement of peers. By providing a nurturing environment, understanding, and empathy, peers can contribute significantly to Sarah's well-being and help her successfully manage her condition. Regular evaluation and adjustment of the support system will be essential in promoting Sarah's recovery and long-term mental health.

## **Title: Understanding Conduct Disorder and Supporting Peers in School: A Case Study**

**Introduction:** This case study aims to educate young people about conduct disorder, its impact on individuals in a school setting, and how peers can provide support to their classmates with conduct disorder. Conduct disorder is a behavioural and emotional disorder characterized by persistent patterns of violating social norms and rules. It can significantly affect academic performance, social relationships, and overall well-being. Understanding the challenges faced by individuals with conduct disorder and learning how to be supportive can contribute to a more inclusive and empathetic school environment.

### **Case Study:**

**Meet Alex:** Alex is a 14-year-old student in your class who has been diagnosed with conduct disorder. He often displays impulsive and aggressive behaviours, such as getting into fights, breaking rules, and disregarding authority figures. Alex struggles to control his emotions and tends to blame others for his actions. These behaviours have negatively impacted his relationships with both teachers and peers. As a result, Alex frequently faces disciplinary actions, including suspensions and detentions.

### **Effects of Conduct Disorder in School:**

1. **Academic Challenges:** Alex's disruptive behaviours make it difficult for him to focus on his studies, resulting in poor academic performance. Frequent suspensions and absences further disrupt his learning and impede his educational progress.
2. **Social Isolation:** Due to his aggressive and impulsive behaviours, Alex has difficulty making and maintaining friendships. Peers often avoid him, leading to feelings of loneliness and isolation.
3. **Negative Perception:** Alex's behaviour has earned him a reputation as a troublemaker, leading teachers and classmates to view him in a negative light. This stigmatization can further exacerbate his struggles and discourage him from seeking help or making positive changes.

### **How Peers Can Support Alex:**

1. **Show Empathy and Understanding:** It is important for peers to try to understand the challenges Alex faces and empathize with his struggles. By recognizing that conduct disorder is a condition that affects his behaviour, peers can show compassion and reduce stigmatization.
2. **Offer Supportive Friendship:** Peers can reach out to Alex and offer him friendship and support. Simple gestures like including him in group activities, initiating conversations, and inviting him to social events can help him feel included and valued.
3. **Promote Positive Role Models:** By being positive role models themselves, peers can inspire Alex to adopt healthier behaviours. They can lead by example, demonstrating kindness, respect, and responsibility, which may positively influence his own behaviour.
4. **Encourage Seeking Help:** Peers can encourage Alex to seek help from trusted adults, such as teachers, counsellors, or school psychologists. Remind him that seeking assistance is a sign of strength and can lead to improved well-being and academic performance.

5. Report Concerns: If peers witness concerning or potentially harmful behaviour, it is essential to inform a trusted adult to ensure Alex's safety and well-being. Reporting concerns can help prevent escalations and provide the necessary support.

Follow-up Questions:

1. What is conduct disorder, and how does it affect individuals in a school setting?
2. How can the behaviours associated with conduct disorder impact academic performance?
3. What are some of the social challenges faced by individuals with conduct disorder in school?
4. How can peers support classmates with conduct disorder?
5. Why is empathy important in supporting individuals with conduct disorder?
6. What are some positive ways peers can be role models for classmates with conduct disorder?
7. How can peers encourage individuals with conduct disorder to seek help?
8. Why is it essential to report concerning or potentially harmful behaviour related to conduct disorder?

Note: The answers to these questions can be discussed in a group setting or used as prompts for individual reflection and discussion.

## **Title: Empowering Success: A Case Study of an Adolescent with Conduct Disorder**

**Introduction:** This case study explores the transformative journey of a student named Alex, who initially struggled with conduct disorder but found support from his teacher and peers to manage his emotions, leading to a successful and fulfilling experience at school.

**Background:** Alex, a 14-year-old student, was diagnosed with conduct disorder, a psychiatric condition characterized by aggressive behaviour, rule violations, and difficulties managing emotions. He exhibited disruptive behaviour in the classroom, including defiance towards authority figures, conflicts with peers, and poor academic performance. Recognizing the significance of addressing Alex's challenges, his teacher, Miss. Johnson, decided to intervene and create an inclusive and supportive environment.

**Intervention:**

1. **Developing a Personalised Plan:** Miss. Johnson collaborated with Alex's parents, a school counsellor, and a behavioural specialist to create an Individualized Education Plan (IEP). The plan focused on identifying triggers, teaching coping strategies, and building a positive support network for Alex.
2. **Building Emotional Intelligence:** Miss. Johnson introduced emotional intelligence activities, such as journaling and group discussions, to help Alex understand and manage his emotions effectively. These activities encouraged self-reflection, empathy, and problem-solving skills.
3. **Establishing a Supportive Peer Group:** Recognizing the importance of peer influence, Ms. Johnson facilitated group activities that encouraged inclusivity and empathy among the students. This allowed Alex to develop friendships and gain support from his peers, reducing feelings of isolation.
4. **Encouraging Positive Reinforcement:** To reinforce positive behaviours, Miss. Johnson implemented a reward system. Alex earned points for exhibiting self-control, cooperation, and completing assignments. These points were exchanged for privileges or small rewards, fostering a sense of accomplishment and motivation.

**Results and Follow-Up:** Over time, the interventions led to positive changes in Alex's behaviour and emotional well-being.

1. **Improved Self-Regulation:** Alex gradually learned to identify his triggers and apply coping strategies to manage his emotions effectively. Through journaling and self-reflection, he gained a deeper understanding of his emotional responses and developed healthier ways to express himself.
2. **Enhanced Peer Relationships:** Through the inclusive activities facilitated by Ms. Johnson, Alex built strong bonds with his classmates. The supportive peer group provided him with a safe space to discuss challenges, share experiences, and receive encouragement. This network bolstered his self-esteem and provided valuable emotional support.
3. **Academic Progress:** As Alex's emotional well-being improved, his academic performance also saw significant growth. With increased focus and reduced disruptive behaviour, he was better able to engage in classroom activities and complete assignments. The positive reinforcement system encouraged him to maintain consistent effort and strive for academic success.

### Follow-Up Questions:

1. How did Ms. Johnson collaborate with other professionals to create Alex's personalised plan?
2. What were some emotional intelligence activities implemented by Miss. Johnson to support Alex's emotional growth?
3. How did the supportive peer group help Alex in managing his conduct disorder?
4. In what ways did the reward system implemented by Miss. Johnson contribute to Alex's positive transformation?
5. What were some of the specific changes observed in Alex's behaviour and emotional well-being over time?
6. How did Alex's improved self-regulation skills positively impact his academic progress?
7. What were some long-term effects of the interventions on Alex's overall well-being and school experience?
8. How did Ms. Johnson's proactive approach benefit other students in the class?
9. What ongoing support measures were put in place to ensure Alex's continued success?
10. How can the strategies used in this case study be applied to support other students with conduct disorder in different school settings?

## **Title: Case Study: Transforming Behaviour and Emotions through School Engagement**

**Introduction:** This case study examines the journey of a female student with conduct disorder, highlighting how her active engagement with school played a crucial role in improving her behaviour and emotional well-being. It also explores the support she received from her peers during this transformative process.

**Background:** Sarah, a 14-year-old student, was diagnosed with conduct disorder, a psychiatric condition characterized by persistent patterns of disruptive and aggressive behaviour. She often exhibited defiance, impulsivity, and a disregard for rules and boundaries. This behaviour not only affected her academic performance but also strained her relationships with teachers, peers, and family members.

**Initial Challenges:** Sarah's disruptive behaviour created a challenging environment both in and out of school. She frequently skipped classes, engaged in confrontations with teachers and students, and demonstrated a lack of empathy towards others. These actions resulted in a negative impact on her emotional well-being, leading to feelings of isolation, frustration, and low self-esteem.

**Engaging with School:** Recognizing the need for intervention, Sarah's school implemented a comprehensive support plan to address her conduct disorder. This plan involved a multi-disciplinary approach, including collaboration between teachers, counsellors, and mental health professionals.

1. **Individualized Education Plan (IEP):** Sarah's school developed an IEP to cater to her unique needs. The plan included specialized support and accommodations to help manage her behaviour, such as a quiet space to retreat to during overwhelming moments.
2. **Structured Daily Routine:** The school established a structured daily routine for Sarah, incorporating consistent schedules and clear expectations. This routine helped create a sense of stability and predictability, reducing her anxiety and improving her ability to self-regulate.
3. **Targeted Interventions:** Sarah received targeted interventions, such as cognitive-behavioural therapy (CBT) sessions, to address her behavioural challenges. These therapy sessions focused on identifying triggers, developing coping mechanisms, and enhancing her social skills.

**Support from Peers:** One significant aspect of Sarah's transformation was the positive support she received from her peers. Through empathy and understanding, her classmates helped create an inclusive environment that fostered her growth.

1. **Peer Mentoring:** Selected students from Sarah's class were assigned as peer mentors, offering guidance, encouragement, and support. They engaged in activities together, allowing Sarah to learn positive social behaviours and develop healthy relationships.
2. **Group Projects and Activities:** The school encouraged group projects and activities that promoted teamwork and collaboration. By actively involving Sarah in these endeavours, her peers fostered a sense of belonging and reinforced positive behaviour.

**Results and Impact:** Sarah's active engagement with school and the support she received from her peers played a pivotal role in transforming her behaviour and emotional well-being.



1. **Improved Behaviour:** As Sarah became more engaged in school, her disruptive behaviour gradually decreased. She displayed greater respect for rules, increased self-control, and a decreased tendency for impulsive actions.
2. **Enhanced Emotional Well-being:** Through consistent engagement, Sarah experienced improvements in her emotional well-being. She developed a stronger sense of self-esteem, felt more accepted by her peers, and exhibited increased empathy and understanding towards others.

Follow-Up Questions:

1. How did the school's individualized education plan (IEP) help Sarah in managing her conduct disorder?
2. What specific interventions did Sarah receive to address her behavioural challenges?
3. How did the structured daily routine contribute to Sarah's improvement?
4. What role did peer mentoring play in supporting Sarah's transformation?
5. How did the engagement with school positively impact Sarah's emotional well-being?

**Conclusion:** This case study highlights the transformative power of school engagement for a female student with conduct disorder. By implementing an individualised support plan and fostering a supportive peer environment, Sarah experienced significant improvements in her behaviour and emotional well-being.