

## SCARBOROUGH, JULY 2015

### INTERVIEW WITH MOTHER OF IAN

#### **FAMILY DETAILS:**

Ian lives with both parents. He has no siblings, but is close to his cousins, one of whom is his own age. His mother works as a nursery practitioner. She considers herself to be the key figure in Ian's life but father and paternal grandparents (one a teacher) also play a key role.

#### **FAMILY RELATIONSHIPS AND CLIMATE:**

The mother believes that Ian has not been exposed to a great deal of stress and his parents both want him to do whatever he wants, to follow his own interests. Ian's mother is very supportive of the school and makes sure that she attends everything, or sends her parents. When Ian tells her he wants to be a builder, she will respond "You can be whatever you want to be and I will help you".

#### **CHILD CHARACTERISTICS:**

Ian was walking well before his first birthday and was very advanced in physical development, e.g. he was able to take his cousin's bike and ride it immediately. He needed speech and language support at three, which his mother attributes to over-use of a dummy.

Currently he still has learning support for his comprehension, though he is doing well in reading, Maths and PE. His mother describes him as "good at school but not so much at home". She reports that conversations are mostly based around information exchange rather than discussion, and that he finds it hard to express himself, though she thinks he understands more than most people think. He is fairly shy, though he generally gets on well with his peer group. He has a few close friends; his key friendship being with a little girl. His mother does not consider him to be particularly curious. He is very sensitive and finds it difficult to understand why others sometimes upset him. He will try to help if his mum is upset and will try to comfort her. He will often cry at sad films. He will get very upset and tearful if someone upsets him or if he can't have something he wants, but will usually bounce back after 10-15 minutes. He will sometimes use holistic therapy practices learned from his grandma and will massage his mum if she is tired.

Ian has an extremely good memory, is very competent with computers (as are both parents) and enjoys Athletics. He has several short term obsessions, e.g. cars, and currently his monkey bear.

He is generally disorganised but will occasionally tidy up his toys; more often his mother will organise him and admits "I tend to take over".

He shows a sense of humour, often making silly noises and using mimicry. He enjoys music and will often hum along to songs on the radio.

### HOME EXPERIENCES AND ACTIVITIES:

There is no garden but the family make use of nearby fields or sometimes the beach to play football. Ian tends to prefer indoor activities; he enjoys puzzles, playing with little figures, e.g. Supermario, and will happily engage in conversations with them. He also likes to build a den indoors, will put pillows in and watch films inside. He has many teddy bears and looks after them with great care.

There are lots of books at home and his mother regularly reads to him and models reading herself. She will set things up around the house to engage him. She constantly reinforces the message to Ian that she enjoys studying.

### PRE-SCHOOL EXPERIENCES AND ACTIVITIES:

Ian attended a lot of baby groups. The key person in his first nursery liaised closely with his mother and built up a very close relationship with herself and Ian. At the private nursery he attended next, there was not so much help and the mother's perception was that more attention was paid to the children who were going to stay on at the school. At his current school, described as 'brilliant', there are continual opportunities for discussions with staff, and careful note is taken of Ian's current interests, as well as many after school clubs and sports opportunities. His spelling improved greatly at 4, after starting school.