

# Chloe

**Chloe is 14 years old, she likes going to the theatre, listening to music, watching any TV dramas about vampires and spending time with her mum.**

Chloe has epilepsy and a mild learning difficulty. Chloe always needs to be with someone who knows how to administer emergency medication in case she has a seizure. Chloe loves school, she finds maths difficult and her dyslexia makes English a challenge but she loves being with girls her own age and has a group of girls who she hangs around with. Chloe doesn't say much because she lacks confidence but she loves listening to the other girls chatting and they are kind to her. Although Chloe regards the girls as her friends, she isn't included when they meet up at each other's houses and in town.

Recently Chloe has been getting frustrated and angry and has been very argumentative with her Mum. She is beginning to feel different and isolated and like she has nothing to talk to her friends about.

Chloe started using short breaks a year ago and her worker Jenny (aged 22) takes her to Guides where it is hoped she will get the chance to make new friends. Chloe doesn't go to her local Guides because they felt they couldn't safely manage her epilepsy, so she travels to Guides in the next village where there are no other girls from her school. She has never really enjoyed it much and has not made any friends.



Image posed by model

- What are the main challenges Chloe faces with regard to friendship?
- What role could the short breaks service provider play in supporting Chloe to meet existing friends or make new friends?
- What are the next steps to put your plan into action?



## Facilitator's notes:

Chloe is feeling increasingly left out at school because her group of friends all meet up and do things outside of school without including her. Her isolation is likely to increase as they all get older, unless she can become more involved in after-school get-togethers.

The Guides group isn't really working for Chloe. The short break worker could have a chat with Chloe (and her mum) to rethink alternative ways to use her short breaks.

Chloe could invite some of her friends from school to go out with her or invite them to her home, supported by her short break worker's unobtrusive presence in case of seizure.