# A Day Services Case Presentation

2026 PEACE CONFERENCE

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PEACE

02.

# Background Information

Emerging difficulties when transitioned from primary school to secondary.

Charlie has always been quiet and shy and found the change hard.

In year 9/10 they required braces, and this came with “rules” from the dentist about food.

In 2020 lockdown meant Charlie could not do GCSE’s and the world became overwhelming.

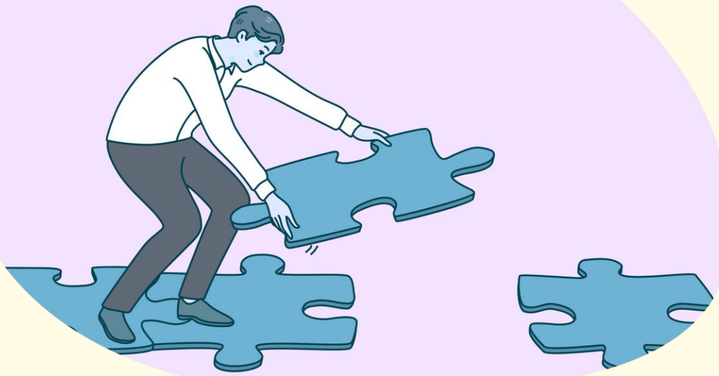
At age 17 Charlie received an Autism diagnosis.

Chalie has always thrown themselves into projects and has been very detailed focused .

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# Clinical Background

- Diagnosis: anorexia, ARFID, autism, anxiety, and depression
- Previously attended outpatient support for an eating disorder in Child and Adolescent services age 13
- June 2024 referred to ED services at 40kg after 10kg loss over a year
- Began ETT in May 2025, at a BMI of 14.4
- In July 2025, Charlie started Day Services with a BMI of 14.7
- Discharged from Day Services in Jan 2026
- Currently in outpatient treatment



# Previous Treatments

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- CAMHS
- 10 sessions with Climate Psychology Alliance
- Enhanced Treatment Team (ETT)
- Day Services
- Schema Therapy

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# Considerations as a team

- What does this mean for other patients currently in treatment?
- Can we meet individual needs in a group programme?
- What adaptations should we be making to the programme as a whole to make it more inclusive?

# Coping Strategies

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- Wears a face mask out (not at home) –adopted after COVID and makes Charlie feel less conscious around others
- Finds it helpful at home to know what meals are coming after each other and have a plan
- Planning in advance / knowing the structure
- Time out – environmental adaptations
- Sensory regulation
  - Rocking back and forth (Vestibular)
  - Headbanging (Vestibular & Proprioception)
  - Holding ice packs (Touch)
  - Holding self in a hug / crouching in a ball (Proprioception)
  - Cycling (Proprioception)



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# Reasonable Adjustments we Made

- Graded start to Day Services
- Breaks
- Slower pace
- Breaking down questionnaires
- Allowing the use of a face mask
- Group summary beforehand

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# Reasonable Adjustments in the Service and Environment

- Ice packs (temperature reg.)
- Lowering light levels
- Sitting on chairs without arms
- Flexibility to leave groups
- Using their own cutlery
- Choice to lie on the floor in 1:1's

# Occupational Identity 09.

Roles, interests and relationships

- University student in biochemistry and physics.
- Volunteer with a local conservation group
- Volunteer at a food project and a weekly charity shop
- Interests focused on helping others
- Few close friends or relationships + difficulty making friends
- Supportive family

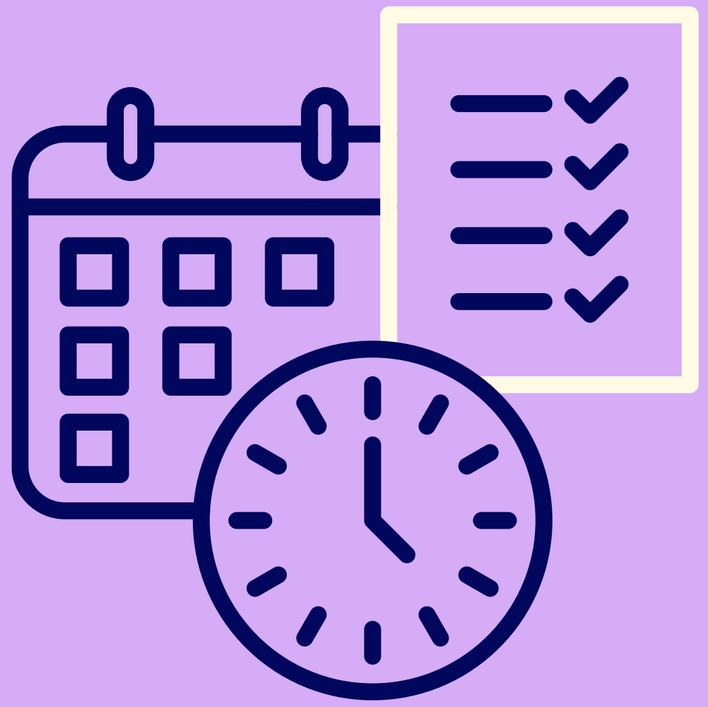
Values and feelings towards roles and interests

- Interests - "deeply wrong" / "revulsed" if meeting own needs
- Self-hatred – impacts on activities for self
- Occupational choices are linked to Charlie's values of making a difference (e.g. climate change & environment)
- feeling demotivated about studying and hopeless that they can't make the difference they want.
- Desire to have closer friendships

# Routines

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- Occupational balance challenged.
  Charlie would like a greater balance.
- Productivity and goal directed occupations valued and prioritised – study and environmental causes
- Routines supported by the structure of Day Services – how to translate after discharge?
- Identified a need for structure and predictability



# Abilities and skills

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*“Putting identity into action”*

Process Skills – Decreased Concentration, intact knowledge, timing and organisation skills, challenges with problem solving and decision making

Communication and interaction skills – nonverbal communication, eye contact avoided, conversation, vocal expression and relationships

Motor skills – energy impacted due to low weight



# Abilities and Skills

### Abilities - Struggles

- Taking care of self
- volitional issues vs sensory
- Getting where I need to go
- Making choices
- Managing basic needs
- Having a satisfying routine

### Abilities - Strengths

- Contributes to home related domestic tasks
- Has knowledge and skills
- Has former roles and responsibilities
- Caring Kind and conscientious

# 13. Occupational Key Issues and Interventions

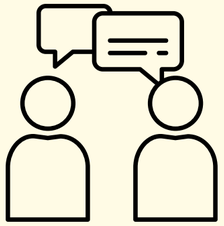
- Increasing self-care -Goals around PADL tasks
- Developing balance with routine
- Resuming student role and completing studies
- Managing basic needs – food and eating out
- Engaging in non-academic activities
- Arranging a part time return with option of online learning to fit around day services
- Using self-catering practice
- Using community snacks to eat in different settings
- Exploring interests
- Using occupation to build social relationships
- Finding a meaningful "place to go" outside of home that widens occupational participation

# Challenging our own Neurotypical Bias

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Being transparent about our own concerns



Being open that we may not always understand or underestimate the impact of something we take for granted



Reflecting as a team on our clinical reasoning

# THANK YOU!

**PLEASE REACH OUT WITH ANY QUESTIONS YOU HAVE!**

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