



Support plan for Jenny

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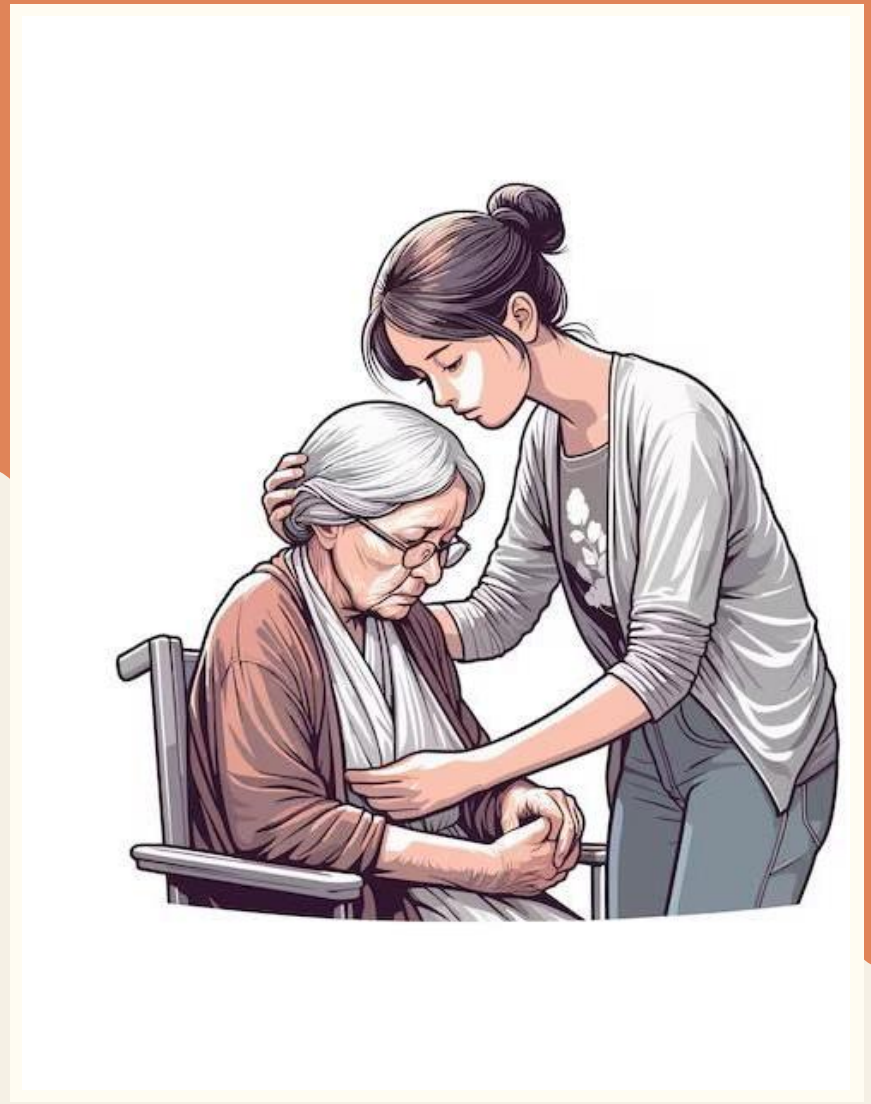
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I confirm that I have not used any form of AI in my assignments. I confirm I have copies of my drafts, notes and other resources I have used to prepare my assignment.

Introduction

- In this presentation **Vygotsky's sociocultural theory** will be used to analyze Jenny's situation.

- This presentation will explore how her social environment and role as a care giver affect her **cognitive and life span development.**



Jenny and her mother

- Jenny is a 16 year old girl who has been taking care of her mother who has mobility issues.

- She has been taking care of her mother for the past 5 years following the death of her father, who used to provide the care of taking care of her mother.

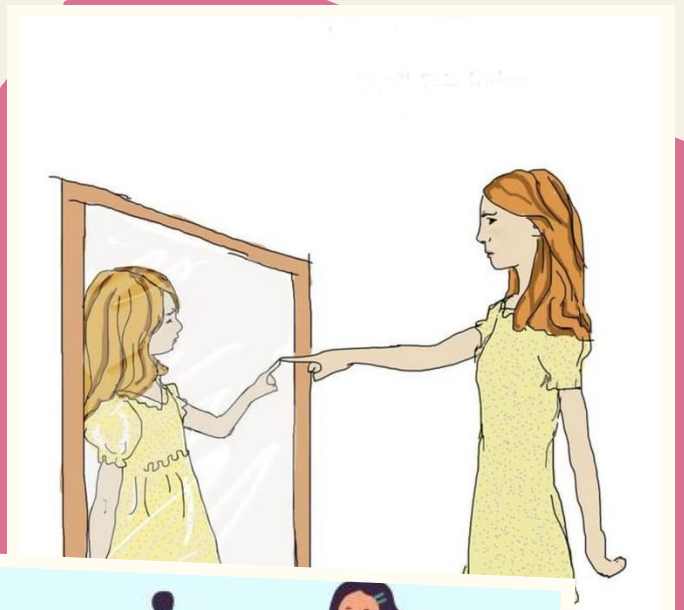
- Jennys mum's mobility issues cause her to need practical help around the home this includes cooking, cleaning and shopping, her mother also needs help with administrative tasks due to memory problems, forgetfulness and low mood.



Adolescent lifespan

What is adolescent lifespan?

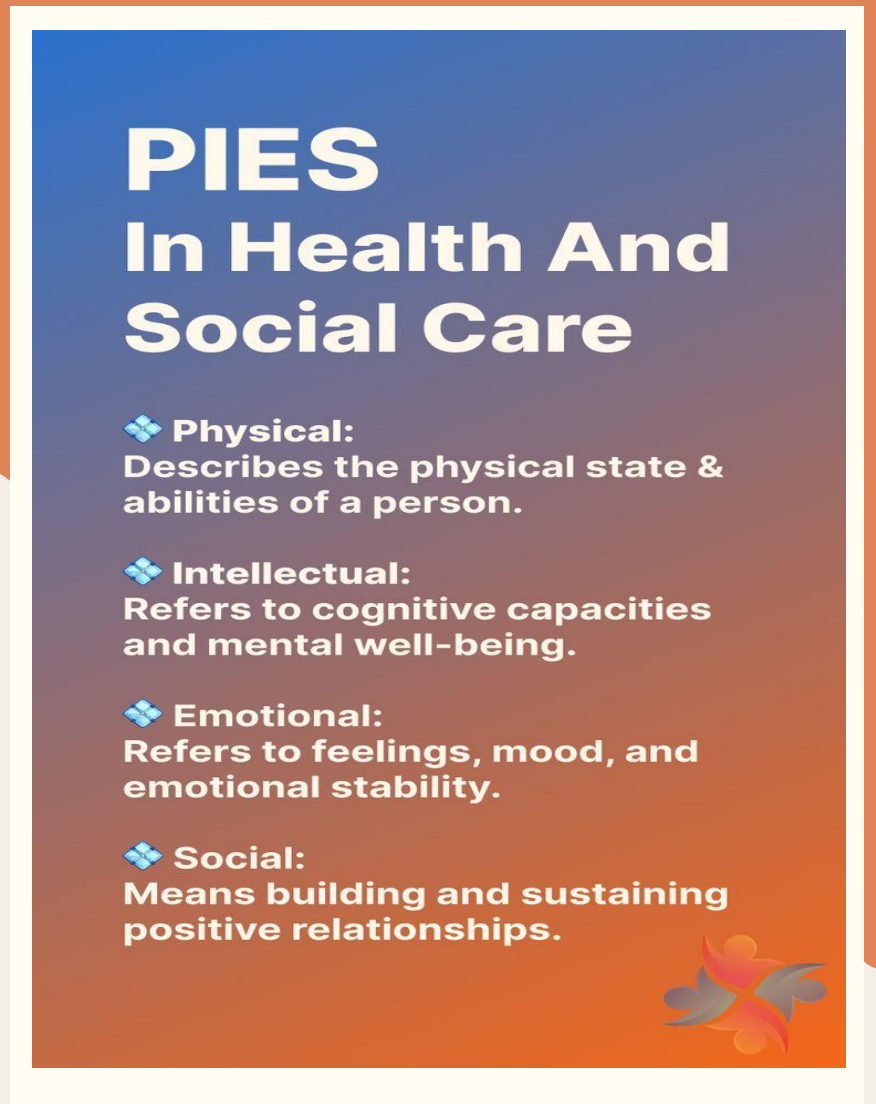
- Adolescence is a period of significant development that begins with the onset of puberty and ends in mid 20s (Backes and Bonnie, 2021).
- Adolescents experience a speedy physical, cognitive and psychosocial growth, (WHO, 2025).
- In middle adolescence which is from age 14-17 many teens start to explore romantic relationships. During this stage of their lives their brain is still maturing but their frontal lobe is still not fully developed they are still impulsive and struggle to control their emotions, they may struggle to consider consequences that’s why it's very important for them to have a parent or guardian guiding them and helping through this stage.(Allen and Waterman 2026).





PIES

- In health and social care PIES stands for physical, intellectual, emotional and social. PIES is a holistic model that helps us to understand individuals under those 4 catogories.
- In this presentation Vygotsky's theory will explain the development of *emotional development* and *social development* in Jenny's life



Nature vs Nurture

(environmental factors vs biological factors)

- Without a more knowledgeable other to help her,her social growth is being limited.
- At the age of 16 Jenny should be exploring her identity.
- Care giving can stress Jenny out and over activate her cortisol levels.
- She is 16 going through a biological stage where her frontal lobe is still maturing she needs a adult guidance at this stage of life.
- Natural hormone shifts at her age cause mood swings and affects her energy.

- Jenny is processing her fathers death internally whilst having to take the responsibility of caring for her mother.
- The loss of her father may have caused her to have anxiety due to her father being the provider and now hes gone.
- The loss of her father has forced her to have adult responsibilities.
- Due to jenny having caring duties she has to stay home often socially isolating herself from vital peer interaction.

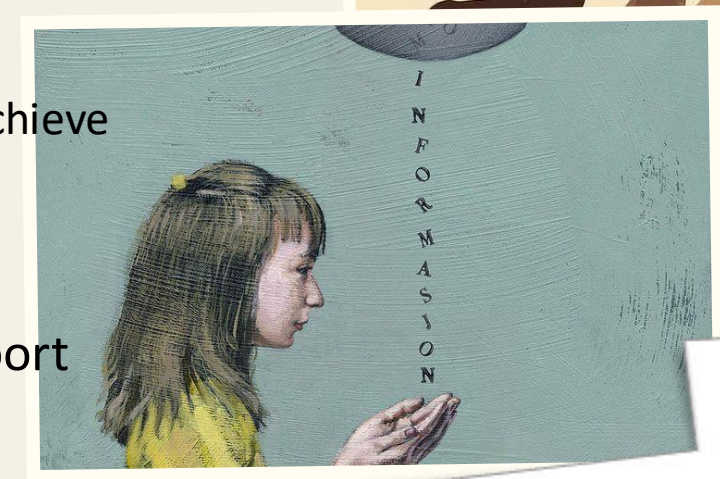
Vygotsky's theory

- Lev Vygotsky (1896-1934) was a seminal soviet psychologist who developed the idea of sociocultural theory of cognitive development.

- He believed that children learn through social interaction and guidance from other people.

- **Zone of proximal development (the interaction)** this is the gap between what a child can do independently and what they can achieve with extra support (cherry, 2023)







- **Scaffolding** (the tools)is when a person receives more support and guide from a knowledgeable person that helps them complete a task.

- giving children a complicated task and helping them do it stimulates their cognitive growth and help them stretch their current capacity meaning that tomorrow they will be able to do this same task alone (Mcleod, 2025).

Grief as a sociocultural process

- Teenagers normally have a good understanding about death, some young people can think about the long term impact death will have on their lives.
- They may worry about changes in routine as it may make them feel anxious (curie, 2025).
- Jenny has just lost a knowledgeable other 'her father', his death has removed the main source of guidance in her and her mothers life making jenny enter a zone of proximal development.
- She's being expected to perform adult tasks that were not expected from her before.
- due to her mother's condition jenny may be suppressing her grief due to being needed to provide care.
- Her feelings of having to take over her father's responsibility of taking care of her mum has shifted her mindset to thinking she has intrapsychological duty.



Jenny: An application of Vygotsky's theory

theory concept	*Application to jenny*
Social interaction	She is performing adult tasks causing her to skip peer level development.
ZPD)	Jenny is tied to a primary bond defined by the heavy demands of being a carer.
Scaffolding	Rather than receiving scaffolding she is the one giving it. A lack of parental support increases the negative impact on her growth.

Practical Strategies

- ***Foster care placment:*** Jenny needs a stable home setting, this will help her to return to her role of being a child and have her basic needs met.
- Her and her mother will have a family contact plan, seeing eachother on the weekends, having sleep overs, going on holidays together.
- The foster carers will be helping her to navigate life and her education while she still emotionally supports her mother in healthy ways with boundries.
- An assigned **social worker** as well as a mentor to be Jenny's knowledgable other helping her with her grief and anything else she needs.
- Going into foster care Jenny willl focus on attending school and peer socializing and also deal with her grief
- She should be assigned to a **therapist** or **counsellor.**
- She should partake in networking groups and find new hobbies.



Jenny:Risk of inaction

- Continues toxic stress of care giving can cause changes in the brains emotional center putting her at risk of lifelong anxiety and depression (bernstein,2016).
- Without a healthy adult Jennys scaffolding will continue to collapse.
- Jenny wont be able to reach her potential because her life centers around care giving, this will affect her cognitive growth and she will underperform academically.
- Vygotsky argued that people internalise the world around them, this means because Jenny is sorrounded by sickness, isolation, grief and stress she will adapt a care giver or victim mentality.

Strengths vs weaknesses

Strengths

- Vygotskys theory have a holistic view analyzing Jenny's whole environment.
- Focuses on the importance of family and school.
- Scaffolding explains where Jenny is struggling.

Weaknesses

- Ignores and overlooks the role of genetics and biological brain maturation.
- Though he valued culture, his theory was developed in the early 20th century making it challenging to apply his theory to modern society.

Conclusion

- Vygotsky's theory reveals that Jenny's development and reality is being reshaped.
- Jenny was forced to mature quickly, she was forced to sacrfice her childhood and emotinal growth to replace her fathers responsibilities.
- This presentation has explained the social tools that Jenny must be given to change her circumatances.
- To improves Jenny's **PIES** her social enviormnet need to be changed.



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