

## HINTS & TIPS - ASSESSMENTS (Child's Plan: Form 2&3)

How to complete a Form 2A Wellbeing Observations and assessment: page 34 of Child's Plan Guidance

How to complete a Form 3 My World Assessment: page 37

Detailed Assessment, analysis and Risk Guidance Pages 72 to 76

<b>Assessment Guidance tells us....</b>	Purpose of assessment is to inform intervention
	Vary in complexity and scope – should be proportionate
	Should be evidence based
	It is not necessary to repeat information and practitioners are advised to use their discretion as to where they record information.
	There is no requirement for comment in every section.
	Plain English – national consultation with parents and carers reflects that they appreciate the language used and find it easy to engage with an assessment such as <i>My World Triangle</i> due to its simplicity.
	Resilience Matrix allows practitioners to take strengths and pressures identified from gathering information and to group information to inform risk assessment, risk management and decision making.
	Resilience Matrix is generally used in more complex situations but should be seen as a useful tool for any practitioner – a resilience based approach fits closely with the GIRFEC aim to build on strengths in the child or young person's whole world, always drawing on what the family, community and universal services can offer.
	Form 3 provides the basis for multi-agency assessment of the child or young person. The Lead Professional has responsibility to incorporate all views and should be seen as a collective endeavour.
	Form 3 can also be used by a single agency for a complex assessment and needs to be noted as such to differentiate it from a multi-agency assessment

<b>What we are looking for</b>	Evidence of family's involvement in the assessment process or clear information outlining why their views are not included.
	Evidence of communication tools and resources used to capture views of family members who have communication requirements
	Evidence gathering and an analysis of the data and what it means – to inform intervention.
	A sense of the child or young person's lived experience

	A focus on the child's world not simply on the child's behaviour
	Observations of babies that reflect what they are communicating recorded in child's views
	Clear statements of family members views e.g. information in inverted commas that reflects comments made by child, young person or family members.
	Clear statements in relation to identified unmet need and risks arising from this – what is likely to happen if need continues to be unmet?
	Reference made to chronology, where appropriate
	Reference made to research in support of assessment findings
	Specific reference made to tools and assessment frameworks used during assessment e.g. resilience matrix and parental substance misuse risk assessment
	Separation of fact from opinion and opinion based on what? E.g. knowledge, experience, research findings
	Explanation for no comment in sections that have not been completed to evidence this has not simply been missed.
	Being clear when you do not have information on a situation/area of a child/young person or family life. Indicating if you have a plan to seek information or assess this area.
	Providing details of any interventions that you have carried out/have knowledge of and the outcomes of these – what further assessment information does this provide?
	Evidence of different options being considered, tested in advance of any recommendations being proposed.
	Clear recommendations
<b>Things to avoid</b>	Focusing on what you think you see and not assessing and analysing what you think is going on.
	Leaving the child or young person's views blank or recording N/A
	Use of acronyms and abbreviations
	Duplication of information and lengthy narrative.

	Entering N/A without explanation.
	Cutting and pasting that includes irrelevant information – think appropriate and proportionate.