



Understanding the anxiety (assessment)

Supporting approach 'Traffic light timetable'	Making it successful	Resources
<p>This approach should be used if the assessment information indicates that any aspects of school life are contributing to the anxiety.</p> <p>This can be used for children/young people in primary or secondary education.</p> <p>This aims to support understanding of where anxiety may be increased or reduced. It adds to assessment as well as intervention planning.</p> <p>This can remove the demand for a young person to communicate verbally/directly which is often also a particular difficulty when an individual is experiencing anxiety.</p>	<p>The child/young person will use a printed copy of their school timetable (primary or secondary). It should ideally include details about their subjects/curricular areas, the teacher/adults that support them in this subject/curricular area, where these subjects/curricular areas take place. These details will assist where the young person may not be retaining these details and assist the adult reviewing the information to look for key factors and trends.</p> <p>The child/young person is asked to think about how they feel at each of these timepoints across the day. They may need to think about how they felt the last time they were in school at each of these times/classes if they are currently not attending school.</p> <p>The child/young person should be asked to put a red dot on the parts of the timetable that are most highly anxious about, green for those areas where they have no or little anxiety (may wish to use light green and dark green to differentiate) amber for areas where anxiety is not high or low but somewhere in between.</p> <p>The child/young person can do this independently or supported to complete by a trusted adult. This decision should be based on knowledge of the individual young person and what is most likely to facilitate the most honest response.</p> <p>The child/young person should not be given any constraints about the overall number of subjects that can be given a red/amber/green rating.</p> <p>In analyzing the child/young person's response, the adult should be searching for</p> <ul style="list-style-type: none"> - 'exceptions' in order to identify why these are exceptions; identifying what helps in these particular subjects/curricular areas to reduce/remove the young person's anxiety. - particular sources of anxiety, eg. specific subject; day of the week; time of day; changes of teacher etc. <p>Revising the child/young person's ratings regularly, either by modifying the traffic light timetable completed or by completing the exercise again will assist with monitoring if this changes for the child (positively or negatively) over time. This is particularly important where they have changes of timetable. This can also be used proactively where a change of timetable (transition) is approaching to determine what areas may need the highest level of transition planning.</p>	<p>Printed copy of timetable</p> <p>Coloured pens: red, yellow, green</p> <p>Solution oriented resources can assist in thinking about talking to the young person using this technique.</p>