

Understanding the anxiety (assessment)

Assessment approach	Making it successful	Resources
<p>Wellbeing Observations and Assessment</p> <p>Learning more about anxiety</p> <p>Using effective assessment approaches</p>	<p>Wellbeing observations and assessment.</p> <p>Using the prompts to assist you.</p> <p>Consider who should contribute to the assessment.</p> <p>This may be best completed in a meeting format or through a number of individual consultations between the named person/lead professional and those who know the child well.</p>	<p>GIRFEC Falkirk practitioner pages to support getting it right for every child in Falkirk</p> <p>GIRFEC Falkirk Practitioner's Blog</p> <ul style="list-style-type: none"> - the Child's Plan (guidance and forms). <p>Next – think about collecting the pupil views. You may use this assessment approach or one of the others in this section of the toolkit.</p>

Form 2A: Wellbeing Observations and Assessment

Child/Young Person's Name	
Date of Birth	
CHI Number	
Date of Assessment	

Named Person	Contact Details	Agency

Reason for completion:

Additional Information

Provide a brief overview of the child's main strengths and needs (these can be elaborated on using the indicators below).

Note if the young person has any identified Additional Support Needs in addition to the mental health/anxiety concerns that are being shared.

Name and Contact Details of person(s) completing form:

Name	Designation	Contact Details	Date

1. Description of Child/Young Person's Wellbeing

*Is there anything getting in the way of this child/young person's wellbeing?(complete as fully as possible):
Include evidence of strengths and concerns within each relevant domain.*

Safe

Does the individual have an understanding of safety?

Describe any behaviours the individual shows that are unsafe? What do people understand the individual is communicating from these behaviours?

Healthy

Describe the individual's general physical health. What physical symptoms of anxiety do they describe?

Describe the individual's eating.

Describe the individual's sleeping.

Describe the individual's emotional presentation.

Do these 'basic needs' change - what is thought to contribute to their improvement or increased concern?

Achieving

Describe how the individual manages within the curriculum.

Can the individual use a range of emotional language accurately?

Nurtured

Describe the individual's view of themselves? Can they recognise their positive attributes and skills? Can they say positive things about other people's view of them?

What family and friendship supports does the individual have?

Can the individual communicate verbally about their feelings?

Active

What interests does the individual have?

What different activities or places does the individual access? How recently have they engaged in these activities?

Respected

Was the child/young person able to share their views? What assisted them?

Responsible

What responsibilities have

Included

Describe the individual's relationships with others? Adults and peers?

Can the individual recognise feelings in others and suggest ways to respond to assist?

2. Risk and Protective Factors and Analysis (use resilience matrix and toolkit)

- **What are the risks to the child/young person?**

- **Identify any risks from the child/young person?**

- **Analysis**
 Are there times that the individual's anxiety reduces – note what these time are.
 What are the approaches or factors that are successful in reducing the individual's anxiety?
 Has the anxiety increased in any way in the recent past? If so, what has changed/what do others notice?

- **Date child last seen and by whom**

3. The following discussions/actions have taken place to date:-

4. The child/young person has the following views about this assessment:

When and with whom did the child/young person share their views?
 What means were used to seek the child/young person's views?
 What views have they shared?
 If their views have not been sought, how, when and by whom will this take place?

5. The parents/carers have the following views about this assessment:

6. Desired outcomes identified with the family

What desired outcomes have been identified (these should correspond to those being added to the Child's Action Plan)?
 What will help achieve the desired outcomes?

7. Next Steps/Recommendations

8. Contributors to Assessment

Name	Designation	Contact Details

9. Forwarded to:

Name	Designation	Contact Details	Date

10. Signature: **Date:**