

## Understanding the anxiety (assessment)

Assessment approach	Making it successful	Resources
<p><b>My World Assessment</b></p> <p>Learning more about anxiety</p> <p>Using effective assessment approaches</p>	<p>My World Assessment</p> <p>Use 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 that know the child well.</p>	<p>GIRFEC Falkirk practitioner pages to support getting it right for every child in Falkirk <a href="#">GIRFEC Falkirk Practitioner's Blog</a></p> <ul style="list-style-type: none"> <li>- My World Assessment template</li> </ul> <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 3: My World Assessment

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

Named Person	Contact Details	Agency

Reason for completion: [Click to select](#)

Date updated:

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

Name	Designation	Contact Details	Date

### 1. Summary of Concerns Leading to Assessment

### 2. Relevant Family History

### 3. My World

#### 1. How child/young person is growing and developing:

**Being Healthy:** Full information about all aspects of a child's health and development, relevant to their age and stage. Developmental milestones, major illnesses, impairments, disabilities. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance misuse.

**Confidence in who I am:** Child or young person's temperament. Nature and quality of attachments. Emotional and behavioural development. Resilience, self esteem. Feels views are listened to. Can take pride in achievements. Confidence in managing challenges, opportunities, difficulties, appropriate to age and stage. Sense of identity related to ethnicity, culture, gender, sexuality, religious belief.

**Being able to communicate:** Ability to express thoughts, feelings and needs.

**Enjoying family and friends:** How is the child or young person responding to relationships that support, value, encourage and guide them; to family and wider social networks; opportunities to make and sustain relationships; encouragement to develop skills in making friends; to take account of the feelings and needs of others and to behave responsibly?

**Learning and achieving:** learning achievements, and skills and interests that can be nurtured. How are additional needs supported? Achievements in leisure, hobbies and sport? Education and social milestones to be recorded. Is the child's progress in line with expectations? Further education, training needs? Potential employment?

**Becoming independent, looking after myself:** Competence in social problem solving, getting on well with others, moving towards independence? What are the effects of the child or young person's impairment, disability or social circumstances and how might these be compensated for?

## 2. What does this child/young person need from those who look after him/her:

**Everyday care and help:** Is the child or young person nurtured, including physical and emotional care, food, clothing and housing. Do those who look after this child or young person enable health care and educational opportunities. Does the parent(s) meet the child or young person's changing needs over time, encouraging growth of responsibility and independence. Support in meeting parent(s)'s own needs?

**Keeping me safe:** Caregiver protecting from physical, social and emotional dangers such as bullying and anxieties around friendships. Care-giver seeks help for domestic problems, such as parental mental health, violence, offending behaviour. Taking a responsible interest in child's friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late, staying away from home. Are there identifiable risk factors? Is the young person being encouraged to find out about risks and confident about being safe? Are the child's concerns being listened to?

**Being there for me:** Love, emotional warmth, attentiveness and engagement. Listening to the child. Who are the people who can be relied upon to recognise and respond to the child or young person's emotional needs? Who does the child have a bond with? Are there any issues of attachment? Who is significant? Who does the child or young person trust? What is the level of stability and quality of relationships between siblings, other members of the household?

**Play, encouragement, fun:** Stimulation and encouragement to learn and enjoy life, responsiveness to the child or young person's needs and abilities. Is the child or young person's progress encouraged by sensitive responses to interests and achievements, involvement in school activities?

**Guidance and Supporting me to make the right choices:** Making clear to the child or young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child or young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations? Is the child treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment? Are there any areas that require intervention?

**Knowing what is going to happen and when:** Is the child or young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Is there stability and consistency within the household? Can the people who look after her or him be relied upon to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child or young person in matters which affect him or her? Transition issues must be fully explored for them during times of change.

**Understanding my family's background and beliefs:** Family and cultural history: issues of spirituality and faith. Do those around the child or young person respect and value diversity? How well does the child understand the different relationships, for example with step relationships? With different partnerships?

### 3. The impact of the child/young person's wider world:

**School:** What are the child's experiences of school, peer networks and social experiences?

**Support from family, friends and other people:** Relationships with grandparents? aunts? uncles? Extended family? Friends? What support can they provide? Are their tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable long term networks of support? Who are the significant people in the child or young person's wider environment?

**Belonging:** Being accepted in the community, feeling included and valued. Having opportunities to take part in activities which promote social contact and inclusion, e.g. after school clubs, parent's groups. Are there any local prejudices and tensions affecting the child or young person's ability to fit in?

**Local Resources:** Resources which the child or young person and family can access for leisure, faith, sport. Projects offering support and guidance at times of stress and transition. Access to local information about health and specialist services.

**Enough Money?**

**Work opportunities for my family?**

**Comfortable and safe housing?**

**4. 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
- Date child last seen and by whom

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

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

**7. Desired Outcomes Identified with Family**

**8. Actions and Recommendations to meet the desired outcomes:**

**9. Contributors to Assessment**

Name	Designation	Contact Details

**10. Forwarded to:**

Name	Designation	Contact Details	Date

**11. Signature:** .....

**Date:** .....