



## Understanding the anxiety (assessment)

Assessment approach	Making it successful	Resources
<p><b>Domains of Resilience</b> (Daniel and Wassell, 2002)</p>		
<p>Learning more about anxiety</p> <p>Using effective assessment approaches.</p>	<p>Use the prompts to assist you in considering your assessment of the child/young person's wellbeing, protective factors and vulnerabilities.</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</p> <p>Wellbeing Observations and Assessment (Form 2A)            My World Triangle (Form 3)            The Resilience Matrix Template</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/fvpp/childsplan/">https://blogs.glowscotland.org.uk/glowblogs/fvpp/childsplan/</a></p> <p>See also:            Risk Assessment toolkit</p> <p><a href="https://blogs.glowscotland.org.uk/glowblogs/fvpp/childsplan/">https://blogs.glowscotland.org.uk/glowblogs/fvpp/childsplan/</a></p>

## Daniel and Wassell (2002) Key assessment questions for each of the six domains

1. Secure base
2. Education
3. Friendships
4. Talents and interests
5. Positive values
6. Social Competencies



### Secure base

- **Individual:** Does the child appear to feel secure?
- **Family:** Do the child's carers provide the child with a secure base?
- **Community:** What are the wider resources that contribute to the child's attachment network?

### Education

- **Individual:** To what extent does the child show curiosity and interest in learning, school or college?
- **Family:** To what extent do the child's carers facilitate the child's learning?
- **Community:** What opportunities are there in the wider environment to support the child's learning?

### Friendships

- **Individual:** What characteristics does the child have that help with making and keeping friends?
- **Family:** To what extent do the child's carers support the development of friendships?
- **Community:** What are the child's friendships like at the moment?

### Talents and interests

- **Individual:** What talents does this child have and does she have any particular interests?
- **Family:** Do carers encourage the development and expression of talents and interests?
- **Community:** What opportunities are there in the wider community for the nurturing of this child's talents and interests?

### Positive values

- **Individual:** What level of moral reasoning does this child show, what understanding of his or her own feelings and what ability to empathise with those of others?
- **Family:** What level of helping behaviour does this child show?
- **Community:** What level of comforting or sharing or more general pro-social behaviour does this child show?

### Social competencies

- **Individual:** To what extent do this child's personal characteristics contribute to his or her level of social competence?
- **Family:** To what extent do carers encourage social competencies?
- **Community:** What opportunities does this child have to develop competence in a wider social environment?