

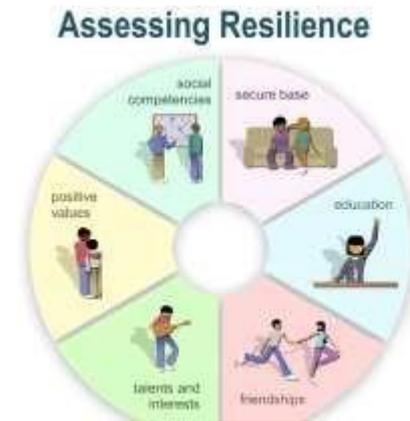


Understanding the anxiety (assessment)

Assessment approach	Making it successful	Resources
<p>Domains of Resilience (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>Falkirk GIRFEC practitioner pages</p> <p>See also: Risk Assessment toolkit</p> <p>Falkirk GIRFEC practitioner pages</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?