

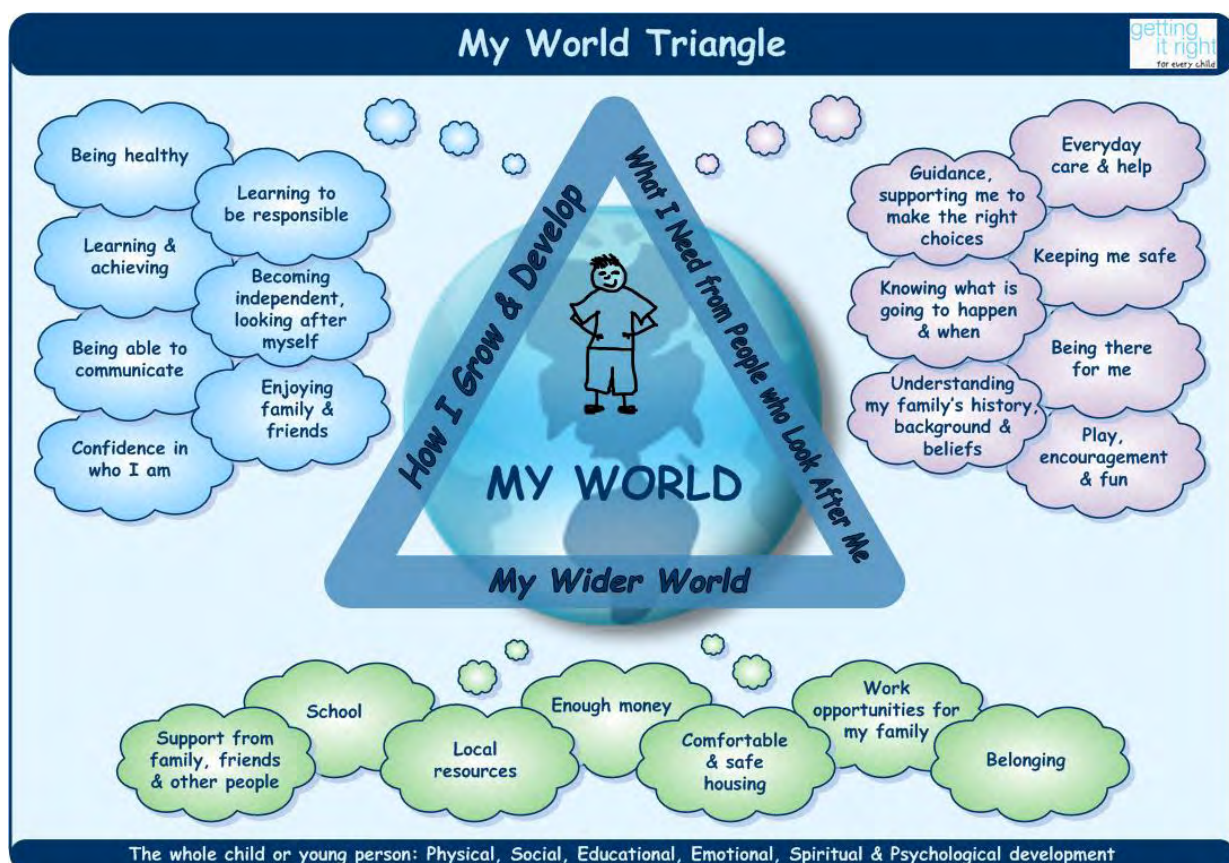
Appendix 5

Using the *My World Triangle* in assessing and planning for children

This description of the domains of the *My World Triangle* is adapted from Glasgow's 2005 guidance on the Integrated Assessment Framework:

Glasgow Council, Scottish Reporters' Association, NHS Greater Glasgow (2005) *Integrated Assessment for Glasgow's Children: Quick Guide*, Glasgow, Glasgow Council.

This Appendix should be read alongside the detailed description of the *My World Triangle* in Part 4 of the Guidance.



It is important that assessments and decisions about children and their families are evidence based. In carrying out the assessment of the child, attention should be given to all aspects of the child's life. Attention should be given to the strengths as well as any areas of concern and any risk factors highlighted.

HOW THE CHILD GROWS AND DEVELOPS

Being healthy

'This includes full information about all aspects of a child's health and development, relevant to age and stage. Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse. Information routinely collected by health services will connect with this.'
(Scottish Executive 2005).

It is important to ensure that each child's/ young person's health needs are/ have been met. To do this you must be satisfied that any indicators of concern are noted and action required identified. It may be that in many instances the immediately available information on health is sufficient. However you should consider the following:

Current significant health problems

- use of health services;
- attendance at medical screenings, or failure to attend;
- medical treatment regimes;
- compliance with medical advice and treatment;
- any particular needs of the child that affect the parent's ability to care for them e.g. disability, ADHD, prematurity etc.

Any significant past medical history

- past physical injury including fractures/ unusual injuries, e.g. burns;
- any known attendance at Accident and Emergency, Out of Hours Service, NHS24;
- hospital admissions;
- suspected or diagnosed non-accidental injuries;
- any diagnosed mental illness or psychiatric treatment – ongoing problems/current symptoms.

Developmental

- the child's growth and nutrition;
- immunisation record;
- attendance at medical surveillance checks;
- any known vision or hearing problems;
- any use of alcohol or substance use by the child;

- ❑ any developmental concerns, gross motor, manipulative skills, communication, social skills, behaviour, height, weight;
- ❑ dental registration and treatment ;
- ❑ whether the family themselves have any concerns about health issues;
- ❑ family guidance and advice to the child on health issues, including sex education;
- ❑ has the child had a comprehensive health assessment since being accommodated?

Learning and achieving

'This includes cognitive development from birth, learning achievements and the skills and interests which can be nurtured. Additional support needs. Achievements in leisure, hobbies, sport. Who takes account of the unique abilities and needs of this child? Learning plans and other educational records will connect here' (Scottish Executive 2005).

You should consider:

- ❑ is the child in a stable school placement or have there been frequent changes of school?
- ❑ are there problems with attendance/ absence from school? Reasons given?
- ❑ has the child/ young person been temporarily/persistently excluded from school? If so, reasons;
- ❑ is the child/ young person achieving their potential?
- ❑ is the child/young person engaged in learning (are there any identifiable reasons that are affecting their ability to learn)?
- ❑ at what level is the child/ young person performing e.g. 3-5 Curriculum Framework, 5-14 Assessment, Standard Grade, National Qualifications?
- ❑ date of last educational assessment (National Test etc.);
- ❑ has he child been referred to/ received support for learning?
- ❑ does the child have an Individualised Educational Programme?
- ❑ are educational targets being met?
- ❑ what, if any, external teaching support services have been accessed on behalf of the child? E.g. Sensory support service, ILT, LAAC;
- ❑ what, if any, support services have been accessed on behalf of the child e.g. SEN auxiliary?
- ❑ has a referral been made to psychological services now or in the past? Reasons;
- ❑ does the child have a record of needs / co-ordinated support plan?
- ❑ factors giving rise to additional support needs?
- ❑ has the child/young person been discussed at an Integrated Support Team meeting or a multi agency case conference? Indicate level and scope of involvement;
- ❑ are the child's /young person's needs being met as a result of any of the above (areas of strength and difficulty)?
- ❑ does the child /young person relate well to teachers and other staff?
- ❑ does the child/young person mix well with peers?
- ❑ is the main attraction for the child/ young person attending school the social peer group?

- ❑ has the parent been informed of any concerns within the educational establishment? What was their response?
- ❑ does the child/young person participate in any extra curricular activities?
- ❑ are the child's needs being met?

Being able to communicate

'This includes development of language and communication. Being in touch with others. Ability to express thoughts, feelings and needs. What is the child's/young person's preferred language or method of communication. Are there particular people with whom the child communicates? Are aids to communication required?' (Scottish Executive 2005).

You should consider:

- ❑ any difficulties in caring for the child e.g. eating, sleeping, crying, demanding behaviour, illness, wetting, soiling, issues of separation and attachment?
- ❑ any traumatic events in the child's life e.g. bereavement/loss of parents or siblings?
- ❑ number and duration of breakdowns in main attachment relationship?
- ❑ the child's general behaviour in different circumstances;
- ❑ any indication of anxiety or depression and the triggers for these;
- ❑ any steps that have been taken or interventions currently used to manage the child's behaviour;
- ❑ other behaviour of the child that may be of concern e.g. risk-taking, offending behaviour, personal safety, mental health, substance misuse;
- ❑ appropriateness of response demonstrated in feeling and actions of a child to parents/ carers and when older to others beyond the family;
- ❑ nature and quality of early attachments;
- ❑ characteristics of temperament, adaptation to change, response to stress and degree of appropriate self control.

Confidence in who I am

Child's/young person's temperament and characteristics. Nature and quality of early and current attachments. Emotional and behavioural development. Resilience, self esteem. Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Appreciation of ethnic and cultural background. Sense of identity which is comfortable with gender, sexuality, religious belief. Skills in social presentation' (Scottish Executive 2005).

You should consider:

- ❑ the child's sense of him or herself as a separate and valued person;
- ❑ child's view of abilities, self image, self esteem;

- ❑ positive sense of individuality – issues of race, religion, age, gender, sexuality, disability may contribute to this;
- ❑ the child's degree of self-confidence;
- ❑ any special needs that affect the child's self esteem;
- ❑ the child's attitude to praise and response to achievements;
- ❑ whether the child feels valued by family and friends;
- ❑ the child's relationships at home and with extended family members;
- ❑ the child's relationships at school and socially;
- ❑ the child's attitude towards others;
- ❑ the child's ability to socialise with others e.g. to play with children of a similar age and to initiate and respond to conversation;
- ❑ whether the child is aware of the impact of his/her behaviour on others;
- ❑ whether the child is aware of any risks to him or herself of his/her own behaviour;
- ❑ the child's sense of pride in their appearance;
- ❑ the child's sense of him or herself as part of a cultural group;
- ❑ whether there are any issues that make the child feel stigmatised;
- ❑ what information is made available to the young person about sexuality and sexual orientation.

Learning to be responsible

'Learning appropriate social skills and behaviour. Values; sense of right and wrong. Consideration for others. Ability to understand what is expected and act on it. Key influences on the child's social development at different ages and stages' (Scottish Executive 2005).

You should consider:

- ❑ the child's ability to advocate on their own behalf;
- ❑ the child's ability to make choices;
- ❑ the child's role as an advocate with their peers, within their school or any organisation to which he/she belongs;
- ❑ the child's capacity to lead or be led by others;
- ❑ the child's ability to seek advice about their appearance/presentation;
- ❑ the child's awareness of his/her own presentation;
- ❑ any issues in relation to self care, hygiene, clothing etc including appropriateness of dress;
- ❑ the child's understanding of his/her own and other's emotions;
- ❑ the child's understanding of the perception of the impact of his/her behaviour on others;
- ❑ what support is being provided;
- ❑ parental advice available about how the child presents in different settings.

Becoming independent, looking after myself.

The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for? (Scottish Executive 2005).

You should consider:

- is the child/ young person reaching appropriate developmental milestones?
- is the child/ young person encouraged to eat/ dress/ independently?
- does the child/ young person have a disability that affects self-care? How does the young person view this? Deal with support/ help?
- is the young person learning independent living skills? E.g. cooking/ handling money (even if still at home)
- does the child/ young person receive pocket money on a regular basis?
- importance of money for clothing social activities, music, hobbies, etc.;
- how well does the young person manage money? Is it an issue/ area of concern?
- does he/she have income from part-time employment?
- what happens when weekly funds have been spent? Are there issues?
- are there any issues in relation to self-care, hygiene, clothing etc?
- do they assist with chores/ tidy their own bedroom etc?
- do they have opportunities to acquire self-care skills?
- are there opportunities for involvement in independent activities?
- impact of impairment, other vulnerabilities or social circumstances affecting the development of self care skills.

Enjoying family and friends

Relationships, which support, value, encourage and guide the child/young person. Family and wider social networks. Opportunities to make and sustain lasting significant relationships. Encouragement to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly' (Scottish Executive 2005).

You should consider:

- is there a good relationship between the parents/ carers and child/ young person? Is the child/ young person relaxed in the presence of the parent/ carer?
- is there a strong attachment/ strong positive relationship between the child/ young person and the parents/ carers?

- ❑ does the child/ young person have a good relationship with siblings/ other children in the household?
- ❑ is the young person involved in caring for siblings? Is he/she considerate and caring towards siblings?
- ❑ does the child/ young person have friends?
- ❑ is the child/ young person known to be or thought to be involved in bullying?
- ❑ are there any concerns about the child/ young person in relation to a lack of empathy or care for others?
- ❑ is there a significant adult in the child/ young person's life in whom he/she can confide? Is this a family member? Appropriateness of the relationship?

MY WIDER WORLD

Support from family, friends and other people

'Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there 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 which the child or family can reliably draw on. Who are the significant people in the child's/young person's wider environment?' (Scottish Executive 2005).

You should consider:

- ❑ who in the family provides support and the level and frequency of this support?
- ❑ whether there are any significant deficits in the wider support network – e.g. no grandparents;
- ❑ the quality of the social network that exists for the parents/carers;
- ❑ any conflictual /burdensome relationships;
- ❑ the involvement of wider family in decision making about children;
- ❑ positive relationships for the child/young person;
- ❑ if the child is looked after, the contact arrangements with the wider family and the quality of them.

Belonging

'Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents' and residents' groups, faith groups. Are there local prejudices and tensions affecting the child's or young person's ability to fit in?' (Scottish Executive 2005).

School

'From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests' (Scottish Executive 2005).

You should consider:

- ❑ potential support, including nature and quality, available from outwith the family and ability to access the support;
- ❑ informal caring networks e.g. the role of neighbours in 'watching out' for other people's children;
- ❑ any frequent changes of accommodation and the impact this has had on the family's ability to maintain good social supports;
- ❑ sources of support and advice that are available locally;
- ❑ the importance given to continuity of school and relationships with teachers;
- ❑ the importance given to friendships at school and in the community;
- ❑ the extent of bullying and harassment at school;
- ❑ the child's sense of belonging in the community and of feeling safe.

Comfortable and safe housing

'Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs. Is it in a safe, well maintained and resourced and child friendly neighbourhood? Have there been frequent moves?' (Scottish Executive 2005)

You should consider:

- ❑ the level of maintenance of the house and how safe and secure the environment is for the child (consideration should be given to the responsibilities of the housing provider of the property is rented/leased);
- ❑ factual description of the internal conditions of the home should be provided;
- ❑ whether the appropriate council tax and housing forms have been completed;
- ❑ the length of occupancy of the current home;

- ❑ impact of any periods of homelessness including effects on support networks and sources of support;
- ❑ any history of regular changes of address, anti-social behaviour and problems obtaining accommodation;
- ❑ the adequacy of the housing for young children and children with a disability;
- ❑ the child/young person's experience of location of the accommodation including issues of race and racial harassment.

Work opportunities for my family

Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person's career aspirations and opportunities.' (Scottish Executive 2005)

You should consider:

- ❑ history of parental/ carer employment/ unemployment;
- ❑ level of training and skills;
- ❑ influence of employment status on availability for children;
- ❑ potential for enhancing education and training opportunities;
- ❑ effects of disability/ chronic illness on employment opportunities;
- ❑ influence of social factors e.g. geographical location, gender, ethnicity, social class on employment;
- ❑ how is work/ absence from work viewed by the family/ child?
- ❑ what effects are there on the child/ young person?
- ❑ child's experience of work and it's impact on them.

Enough money

Has the family or young person adequate income to meet day-to-day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?' (Scottish Executive 2005).

You should consider:

- ❑ whether the family is in receipt of all benefits to which they are entitled;
- ❑ current income and outgoings, including outstanding debts and pressures to repay them and penalties incurred for late/ non-payment;
- ❑ management of finances and difficulties experienced;
- ❑ the effects of lack of income on physical quality of the home environment;
- ❑ sufficiency of income to meet the needs of the family and child;
- ❑ whether the child able to participate in activities similar to that of their peers;

- ❑ financial support available from family and friends;
- ❑ are the resources available to the family used effectively;
- ❑ are there financial difficulties which affect the child.

Local Resources

'Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services' (Scottish Executive 2005).

You should consider:

- ❑ positive environmental circumstances e.g. good housing conditions and low criminality;
- ❑ negative environmental conditions e.g. high levels of poverty, drug abuse, and poor housing;
- ❑ impact of environmental circumstances on family stress, coping ability;
- ❑ formal and informal sources of support, consider needs of child and individual parents/ carers;
- ❑ levels of advice available on financial/ practical matters;
- ❑ anti-poverty initiatives, e.g. food co-operatives;
- ❑ the accessibility of affordable, quality child-care provision locally;
- ❑ the family's perception of resources available locally and their ability to access them;
- ❑ access to neighbourhood play/activities provision;
- ❑ access to health care/ schools/ transport/ places of worship/ shops.

WHAT THE CHILD NEEDS FROM THE PEOPLE WHO LOOK AFTER HIM

Everyday care and help

This includes day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child's changing needs over time, encouraging growth of responsibility and independence' (Scottish Executive 2005)

You should consider:

- ❑ parental knowledge of child developmental needs;
- ❑ parent(s)/ carer(s) strengths/ weaknesses;
- ❑ any health (including mental health) issues that impact on parenting ability;
- ❑ any learning disability that impacts on parenting ability;
- ❑ other factors that may affect parenting capacity eg. drug use/ excessive alcohol use, low self esteem;
- ❑ relationship between child/ birth parent(s);

- ❑ child's diet and developmental progress;
- ❑ child's attendance for health surveillance, immunisations and developmental checks;
- ❑ parental willingness/ability to co-operate with treatment;
- ❑ child's attendance for medical/ dental treatment;
- ❑ provision of care including emotional;
- ❑ the ill-health or disability of other family members that impact on the child;
- ❑ any caring responsibilities of the child.

Keeping me safe

'Keeping the child safe within the home and exercising appropriate guidance and protection outside. Practical care through home safety such as fire-guards and stair gates, hygiene. Protecting from physical, social and emotional dangers such as bullying, anxieties about friendships, domestic problems such as mental health needs, 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 or staying away from home. Are there identifiable risk factors? Is the young person knowledgeable about risks and confident about keeping safe?' (Scottish Executive 2005)

You should consider:

- ❑ repeated exposure of child to danger or harm;
- ❑ control and discipline methods used by the parents/carers;
- ❑ the demands made of the child by the parents;
- ❑ family Interactions;
- ❑ support and care offered within the family;
- ❑ level of interaction between family members;
- ❑ conflict resolution within the family (including issues of domestic abuse);
- ❑ The general level of safety in the home.

Being there for me

Love, emotional warmth, attentiveness and engagement. Who are the people who can be relied on to recognise and respond to the child's/young person's emotional needs? Who are the people with whom the child has a particular bond? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child's current caring environment? (Scottish Executive 2005)

You should consider:

- ❑ the child's reactions to the parent;
- ❑ whether the child is reliant on parental cues when asked sensitive questions by professionals;
- ❑ the child's exposure to parental emotional distress;

- ❑ levels of praise and encouragement offered to the child;
- ❑ opportunities the child is given to learn about his/her culture/ tradition and language.

Play, encouragement and fun

Stimulation and encouragement to learn and to enjoy life. Who spends time with the child/young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child's/young person's progress encouraged by sensitive responses to interests and achievements, involvement in school activities? Is there someone to act as the child's/young person's mentor and champion? (Scottish Executive 2005)

You should consider:

- ❑ the parent's interaction with the child i.e. playing with them, reading to them, spending time with them;
- ❑ level of encouragement that is give to the child to explore their environment, to be active, to play and share with others, to do age appropriate activities for themselves;
- ❑ encouragement offered to the child to make choices, be independent, to participate in conversation;
- ❑ encouragement offered to the child to engage in academic and sporting activities;
- ❑ encouragement offered to the child to learn new skills;
- ❑ who in the family support the child in learning;
- ❑ support offered to the aims of the school or nursery;
- ❑ contribution offered by the parents to the Individualised Education Programme/homework/parent's evenings/school events.

Guidance, supporting me to make the right choices

Values, guidance and boundaries. Making clear to the child/young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child/young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations. Is the child/young person treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment? (Scottish Executive 2005).

You should consider:

- ❑ the boundaries and guidance offered to the child;
- ❑ the level of consistency in parental approach to discipline and guidance;

- ❑ child's ability to demonstrate an awareness of the needs of others;
- ❑ child's behaviour – including whether the child is aggressive or violent and if so the context, frequency and triggers for this;
- ❑ the child's exposure to violence in the home;
- ❑ any occasions the child has run away from home.

Knowing what is going to happen and when

'Is the child's/young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child's/young person's needs given priority within an environment that expects mutual consideration. Who are the family members and others important to the child/young person? Can the people who look after her or him be relied on to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her. Transition issues must be fully explored for the child or young person during times of change.'
(Scottish Executive 2005).

You should consider:

- ❑ information around where the child has lived, who was part of the household who provided primary care to the child;
- ❑ reasons for significant changes;
- ❑ if the child is separated from a parent, the level of contact and any attendant issues.

Understanding my family's background and beliefs

'Family and cultural history; issues of spirituality and faith. Does the child/young person have a good understanding of their own background – their family and extended family relationships and their origins. Is their cultural heritage given due prominence? Do those around the child/young person respect and value diversity?' (Scottish Executive 2005)

You should consider:

- ❑ child's awareness of the family history;
- ❑ the way secrets are dealt with in the family;
- ❑ child's relationship with siblings;
- ❑ levels of affection and hostility;
- ❑ child's status in relation to other siblings (i.e. scapegoated, favoured, bullied);

- ❑ strengths of the family;
- ❑ physical or intellectual disability;
- ❑ history of mental ill health;
- ❑ history of alcohol substance misuse;
- ❑ history of parental abuse/neglect as a child;
- ❑ how the family copes under stress;
- ❑ conflicts within relationships/stability;
- ❑ communication within the family;
- ❑ History of separations.