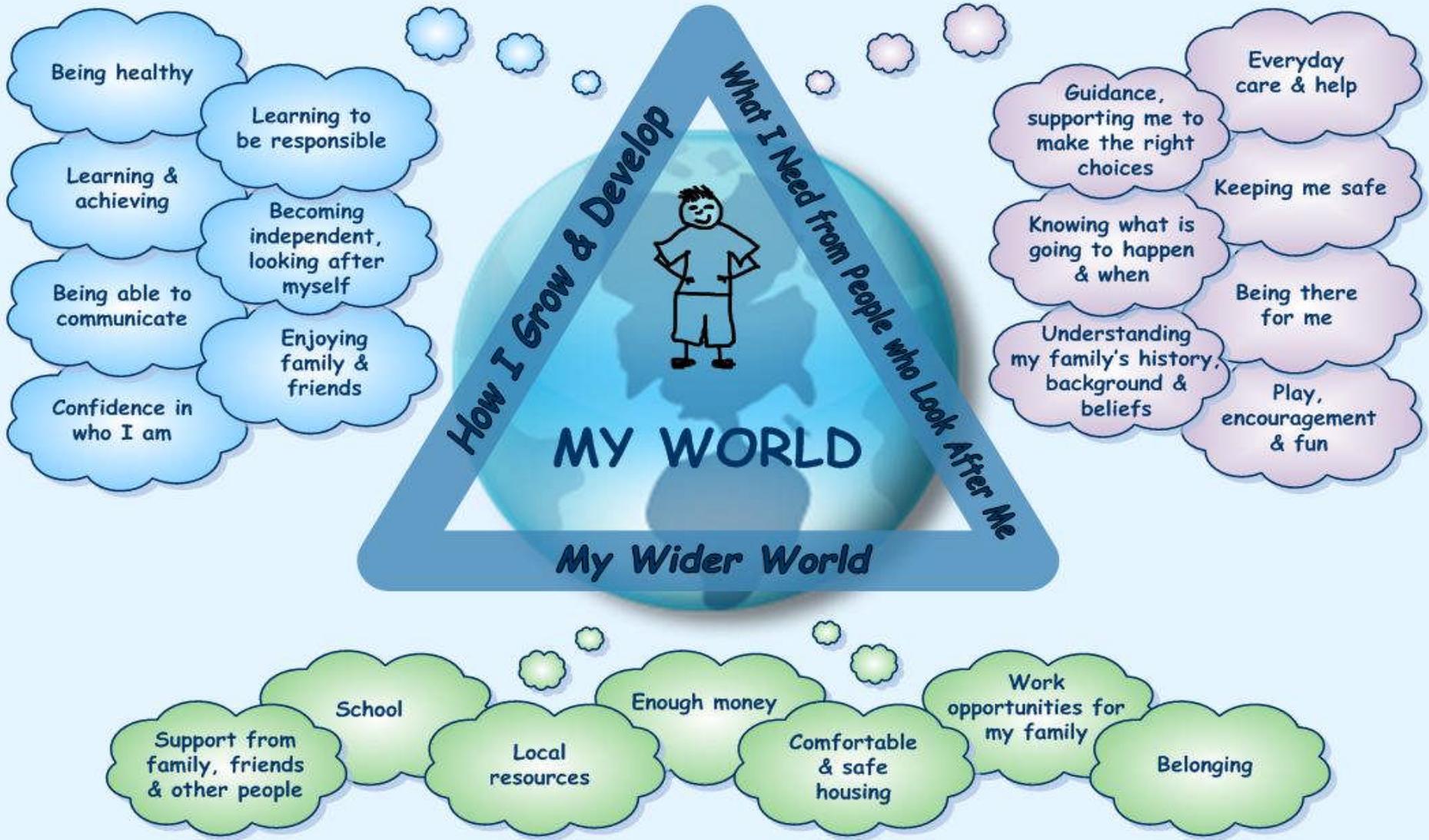


# My World Triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

## The 'My World' Assessment Triangle

The 'My World' Assessment Triangle provides the basis for holistic assessment of a child's or young person's needs. It is an ecological approach to assessing him/her holistically. How the child/young person grows and develops is understood in relation to the care he/she is receiving from others and how he/she experiences their wider social and physical environment. The interaction between the three domains and the way they influence each other must be carefully analysed in order to gain a complete picture of a child's/young person's unmet needs and how to identify the best response to them.

It is a proven model of holistic assessment of need and includes identifying strengths, risks and protective factors. It is a framework to support proper consideration of the factors which may be affecting the child's/young person's development so that actions which will help can be taken. It is **not** a series of boxes to be completed or ticked.

It applies to all children and young people, including those not yet born. It takes account of their strengths and achievements and those of their families, as well as any potential or actual risk of harm. It incorporates the principles of listening to and taking account of the views of children and young people and working in partnership with their parents and carers.

It provides a clear staged approach for professionals from the point of needs identification through to analysis, planning and review and ensures the views, wishes and intentions of the child/young person and family are taken on board and inform the process.

## **ASSESSMENT TRIANGLE GUIDANCE NOTES**

### **How the child/young person grows and develops**

In order to understand fully how a child or young person is growing and developing, it is important to consider all aspects of a child's/young person's life, including their health, education, developing social skills, confidence and independence, and the ability to form appropriate relationships.

#### ***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.

#### ***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.

#### ***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?

#### ***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.

#### ***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.

#### ***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?

#### ***Enjoying family and friends***

Relationships that 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.

## [What I need from people who look after me](#)

It is important to build a picture of the ability of the parents or caregivers to understand and meet the needs of children/young people and to respond adequately to them. Family circumstances and histories can have a huge impact on the confidence and ability of parents to look after their children and encourage their progress and development. Other significant relationships will crucially influence opportunities to grow and develop.

*“What you want is loving, caring, feeding and close family and friends”* (Young people in consultation, 2004)

### ***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/young person's changing needs over time; encouraging growth of responsibility and independence.

### ***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; protection 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 the 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?

### ***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?

### ***Play, encouragement, 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?

### ***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?

### ***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 him or her be relied upon 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/young person during times of change.

### ***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 relationships and their origins? Is their cultural heritage given due prominence? Do those around the child/young person respect and value diversity?

### The child's/young person's wider world

Children/young people and their families are influenced and supported by their wider family, the neighbourhood and the social networks within which they live. An account of the family's community and wider world is needed to understand how a child/young person is developing and the opportunities for those who care for the child to respond to their needs. Research shows that this crucial focus is often neglected.

*"We need more things to do where we live. We need swimming pools, football pitches, leisure activities which we can afford"* (Young people in consultation, 2004)

*"We need to be able to go out without gangs of older kids bullying us and giving us hassle"* (Young people in consultation, 2004)

### ***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?

### ***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.

### ***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/young person can take part in school and leisure activities and pursue special interests and skills?

***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, child friendly neighbourhood? Have there been frequent moves?

***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.

***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.

***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?

The national 'My World' Assessment Triangle has been adapted for Education, Police and Health services and these will give further understanding for professionals within these fields. These can be found on the Grampian Hi-net website.