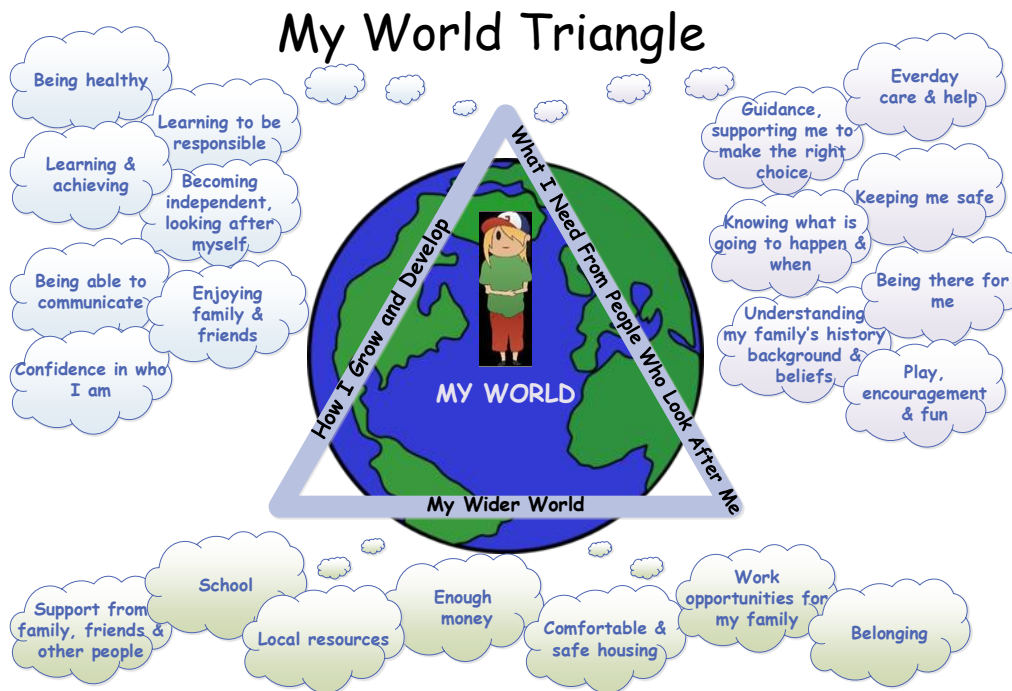


# My World Triangle – Supporting the Child and Family Assessment



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

The My World Triangle provides a guide to help you structure your thinking when you are assessing a child so that you can be confident that you have considered their needs. The triangle contains the areas that are important in the development of all children and which you should consider every time you undertake an assessment.

The following tables are designed as prompts to help the child, their parent/carer and the practitioner think about all aspects of the child's world as you complete the assessment. It is not intended that you use every item in each box as potentially this could be overwhelming.

Look at the heading in each box and together decide which aspects are appropriate and/or significant to the individual child, taking into consideration their age and stage of development.

## How I grow and develop...

### Being Healthy

- Information about all aspects of a child/young person's health and development relevant to their age & stage;
- Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions effecting development and health;
- Health care, including nutrition exercise, physical and mental health issues, sexual health and substance abuse.

### Learning and Achieving

- Cognitive development from birth, learning achievements and the skills/interests which can be nurtured;
- How additional needs are supported;
- Achievements in leisure, hobbies and sport;
- Recording education and social development milestones;
- Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for;
- Is the child/young person's progress with formal education in line with expectations?
- Further education or training needs and potential employment opportunities for young people moving/ having moved towards semi or full independence.

### Confidence in Who I Am

- Child/young person's temperament and characteristics;
- Nature and quality of early and current attachments;
- Emotional and behavioural development;
- Resilience, self-esteem, knows views are listened to;
- Ability to take pride in achievements;
- Confidence in managing challenges, opportunities, difficulties appropriate to age & stage;
- Sense of identity which has an appreciation of ethnic and cultural background and is comfortable with gender, sexuality and religious belief;
- Skills in social presentation.

### Being Able to Communicate

- Development of language and communication;
- Being in touch and communicating constructively with others;
- Ability to express thoughts, feelings and needs;
- What is the child/young person's preferred language or method of communication?
- Are there particular people with whom the child/young person communicates with that you will need to involve?
- Are aids to communication needed?

### Learning to be Responsible

- Learning appropriate social skills and behaviour;
- Values and a sense of right and wrong;
- Consideration for others;
- Ability to understand what is expected and act on it;
- How does the child/young person respond to key influences on social and emotional development at different ages & stages - e.g. collaborative play in early childhood, peer expectations at school and outside?

### Becoming Independent and Looking After Myself

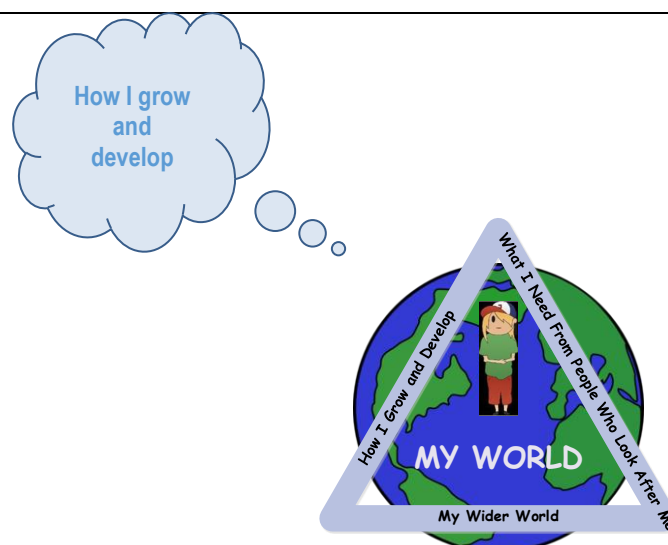
- The gradual acquisition of skills and confidence needed to move from dependence to independence;
- Early practical skills of feeding, dressing etc.
- Engaging with learning and other tasks;
- Acquiring skills and competence in social problem solving, getting on well with others;
- Moving to independent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

### Enjoying Family and Friends

This includes how the child/young person responds to:

- Relationships that support, value encourage and guide them;
- Family and wider social networks;
- Opportunities to make and sustain lasting significant relationships;
- Encouragement to develop skills in making friends;
- Taking account of the feelings and needs of others, and to behave responsibly;

This links and overlaps with what a child/young person needs from those who look after them and the wider environment



## What I need from the people who look after me...

### Everyday care and help

This is about the ability to nurture which includes;

- Day-to-day physical and emotional care, food, clothing and housing;
- Enabling healthcare and educational opportunities;
- Meeting the child/young person's changing needs over time, encouraging growth of responsibility and independence;
- Listening to the child/young person and being able to respond to their likes and dislikes;
- Support in meeting parenting tasks and help carer's own needs.

### Play, encouragement, fun

- Stimulation and encouragement to learn and enjoy life, responsiveness to the child/young person's unique needs and abilities;
- Who spends time with the child/young person communicating, interacting, responding to the child/young person's curiosity, providing an educationally rich environment?
- Is the child/young person's progress encouraged by sensitive responses to their interests, achievement and involvement in school activities?
- Is there someone to act as the child/young person's mentor and champion and listen to their wishes?

### Being there for me

- Love, emotional warmth, attentiveness and engagement;
- Listening to me.
- Who are the people who can be relied upon to recognise and respond to the child/young person's emotional needs?
- Who are the people with whom does the child/young person have a particular bond? Are there issues of attachment?
- Who is of particular significance/does the child/young person trust?
- Is there sufficient emotional security and responsiveness in the child/young person's current caring environment?
- What is the level of stability and quality of relationships between siblings and other members of the household?
- Do issues between parents impact on their ability to parent?
- Are there issues within the family history that impinge on the family's ability to care?

### Keeping me safe

- Keeping the child/young person safe at home, exercising guidance and protection outside;
- Practical home safety such as fire guards and stair gates;
- Protecting from physical, social, emotional dangers such as bullying and anxieties about friendships;
- Is the carer able to protect the child/young person consistently/effectively?
- Seeking help and solutions to domestic problems such as mental health needs, violence and offending behaviour;
- Taking a responsible interest in the child/young person's friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risk, staying out late, staying away from home;
- Are there identifiable risk factors?
- Is the child/young person being encourage to find out about risks and confident about being safe?
- Are the child/young person's concerns being listened to?

### Guidance - supporting me to make the right choices

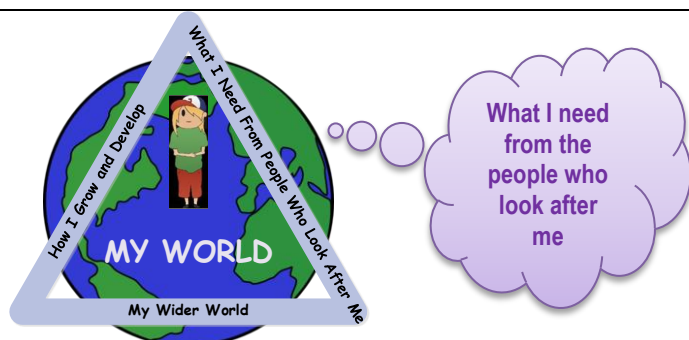
- Values, guidance and boundaries. Making it clear to the child/young person what is expected and why;
- Are household roles and rules appropriate to the age and understanding of the child/young person?
- Are sanctions constructive and consistent?
- Are responses to behaviour appropriate, modelling behaviour 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?
- Are there any specific aspects which may need intervention?

### Knowing what is going to happen and when

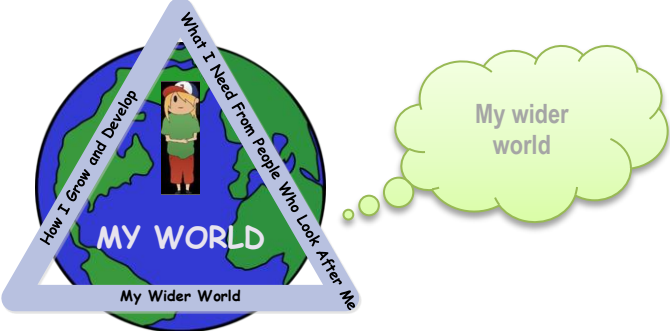
- Is the child/young person's life stable and predictable?
- Are routines and expectations appropriate and helpful to age and stage of development?
- Are the child/young person's needs given priority within an environment that expects mutual consideration?
- Who are the family members and others important to the child/young person? Is there stability and consistency in the household?
- Can those who look after the child/young person be relied upon to be open and honest about family and household relationships, wider influences, needs, decisions and involve the child/young person in matters that affect them?
- 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 the child/young person's significant carers foster an understanding of their own and the child/young person's background – their family and extended family relationships and origins?
- Is their racial, ethnic and cultural heritage given due prominence?
- Do those around the child/young person respect and value diversity?
- How well does the child/young person understand the different relationships e.g. with step relationships, different partnerships etc.?



## My wider world...

	<p style="text-align: center;"><b>School</b></p> <p>From pre-school and nursery onwards, the school environment plays a key role;</p> <ul style="list-style-type: none"> <li>• What are the experiences of school and peer networks and relationships?</li> <li>• What aspects of the learning environment and opportunities for learning are important to the child/young person?</li> <li>• Availability of study support, out of school learning and special interests;</li> <li>• Can the school provide what is needed to meet the particular educational and social needs of the child/young person?</li> </ul>
<p style="text-align: center;"><b>Support from family, friends and other people</b></p> <ul style="list-style-type: none"> <li>• Networks of family and social support;</li> <li>• Relationships with grandparents, aunts, uncles, extended family and friends – what supports can they provide?</li> <li>• Are there tensions in/negative aspects of the family's social networks?</li> <li>• Are there problems of lost contact or isolation?</li> <li>• Are there reliable, long-term networks of support which the child/young person or family can reliably draw on?</li> <li>• Who are the significant people in the child/young person's wider environment?</li> </ul>	<p style="text-align: center;"><b>Enough money</b></p> <ul style="list-style-type: none"> <li>• Has the family or young person adequate income to meet day to day needs or special needs?</li> <li>• Have problems of poverty or disadvantage affected opportunities?</li> <li>• Is household income managed for the benefit of all?</li> <li>• Are there problems of debts?</li> <li>• Do benefit entitlements need to be explored?</li> <li>• Is income adequate to ensure the child/young person can take part in school and leisure activities and pursue special interests and skills?</li> </ul>
<p style="text-align: center;"><b>Comfortable and safe housing</b></p> <ul style="list-style-type: none"> <li>• Is the accommodation suitable for the needs of the child/young person and family – including adaptation for special needs?</li> <li>• Is it in a safe, well-maintained, well-resourced and child-friendly neighbourhood?</li> <li>• Have there been frequent moves?</li> </ul>	<p style="text-align: center;"><b>Work opportunities for my family</b></p> <ul style="list-style-type: none"> <li>• Are there local opportunities for rewarding work?</li> <li>• Are there local opportunities for training?</li> <li>• Cultural and family expectations of work and employment.</li> <li>• Supports for the child/young person's career aspirations and opportunities.</li> </ul>
<p style="text-align: center;"><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• Being accepted in the community &amp; feeling included and valued;</li> <li>• What are the opportunities for taking part in activities that support social contact and inclusion, e.g. play groups, after school clubs, youth clubs, environmental improvements, parents', residents' and faith groups?</li> <li>• Are there local prejudices and tensions affecting the child/young person's ability to fit in?</li> </ul>	<p style="text-align: center;"><b>Local resources</b></p> <ul style="list-style-type: none"> <li>• Resources which the child/young person and family can access for leisure, faith, sport and active lifestyle;</li> <li>• Projects offering support at times of stress or transition;</li> <li>• Access to and local information about health, childcare, care in the community and specialist services.</li> </ul>

Use the **Five Questions** to help ensure you have enough information to consider next steps:

1. **What is getting in the way of this child's wellbeing, learning and welfare?**
2. **Do I have all the information I need to help this child and family?**
3. **What can I do now to help?**
4. **What can my agency, service and setting do to help this child?**
5. **What additional help, if any, may be needed from others?**