Early Help Assessment Tools

Growth and Development

Consider a young persons physical, cognitive, social and psychological development and understand how outside influences can impact both positively and negatively on this. When completing an Early Help Assessment growth and development of children are key indicators in their potential to achieve positive outcomes.

Included in growth & development is physical & emotional health, progress in learning new skills, school attainment, confidence and age appropriate independence and emotional well-being, alongside the opportunity to develop social skills and build positive relationships with a variety people. Confidence in who they are will include a sense of identity that includes race and culture and disability.

Being Healthy	Learning & Achievement
• Appropriate growth/dev/milestones • Major illnesses, impairments, disability • Appropriate care if ill/Dental/optical care • Physical, mental and emotional wellbeing • Nutritious diet/Exercise/levels per week • Immunisations • Sex education/Sexual health • Substance misuse/Exposure to DV/Drugs/alcohol • Impact of living conditions, ie, damp/overcrowding	• Cognitive development • Appropriate Stimulation and social opportunities inc. toys/activities in and out of home. • Hobbies • Learning achievements • Nursery, School, attendance, academic ability • Appropriate education opportunities. • Additional support/learning needs • Aspirations, ambition
Being able to Communicate	**Confidence in who I am**
• Development of communication • Ability to express thoughts, feelings, needs • Language – method/aids for communication • Ability to communicate with others • Ability to negotiate with others	• Temperament/Characteristics - personality • Attachments – early and current • Emotional/behavioural development • Resilience, flexibility and adaptability • Self-esteem/self belief/confidence • Self identity i.e. culture/gender/sexuality/religion
Learning to be Responsible	**Becoming Independent, Looking after myself**
• Age appropriate social skills/Age appropriate behaviour • Personal values/Sense of right and wrong • Consideration of others • Appropriate role models • Appropriate social responsibility and active citizenship	• Age appropriate independence i.e feeding skills/dressing/toileting etc. going out unaccompanied etc • Acquiring skills in social situations • Consider disability/impairments • Problem solving/Managing/recognise risk
Enjoying Family and Friends	
• Relationships with family and wider social network • Ability to develop and maintain • Significant positive relationships • Access to positive role models • Opportunity to sustain significant relationships • Opportunity to develop positive friendships	

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What I need from People who look after me

Parents and carers have a significant role to play in children's lives alongside the role of siblings, wider family, teachers, friends and community group leaders. Faith and cultural values should form part of the assessment. Considering the strengths and risks from people who have contact or care for the child will give a better understanding of concerns and how these can be met. It is important to build a picture of how well parents or carers are able to support a child's development, provide appropriate care and protection in order for the child to reach their full potential. Families' history, circumstances and current experience can have a big impact on whether parents and carers feel confident and able to look after their children and encourage their progress and development.

Everyday Care & Help	Keeping me Safe
- Physical and emotional care, food, clothing, housing, warmth - Supporting participation in educational development - Access to appropriate health services - Ability to meet changing needs. - Encouraging growth, independence/responsibility	- Exercising appropriate boundaries/guidance. - Safety in and out of home. i.e friendships, appropriate places, fireguards, stair gates, etc - Protecting from emotional dangers, i.e bullying, appropriate friendships and relationships - Ability to access support for issues such as, domestic violence, mental health, substance misuse, use of internet, sexual exploitation
Being there for me	**Play, Encouragement, Fun**
- Love, emotional warmth, attentiveness - Reliable appropriate adults - Relationships between family members, including siblings - Do issues between parents impact on ability to parent? - Issues within family history which impact on family's ability to care? - Sharing significant experiences - Celebrating significant experiences, i.e. birthdays, schools plays etc	- Appropriate stimulation to play and learn - Responsiveness of parent - Involvement in outside activities, i.e school/sports clubs etc - Promoting a variety of play and broadening horizons - Encouraging independent and social play
Guidance supporting me to make right choices	**Knowing what is going to happen and when**
- Values, guidance, boundaries, making clear to the child what is expected and why - Household rules – are they appropriate? - Is discipline/boundaries appropriate and consistent?	- Is child's life stable and predictable? - Are routines appropriate? - Is there stability & consistency within the household?
Understanding My family's backgrounds and Beliefs?	
- Family and cultural history - Faith/Spiritually - Racial, cultural background - Disability - Same sex relationships	

My Wider World

The communities where children grow up can have a significant impact on the well-being of both children and families. Communities can be supportive and protective or can add pressures and increase children and families' vulnerabilities. The level of support available from wider family, social networks and within local neighbourhoods can have a positive or negative effect. A child's wider world includes the environment where the family lives, the school children go to and other resources, as well as families' level of income. The wider world also includes the extent to which children and families feel included or excluded within their communities.

School	Support from family, friends and other people?
• From pre-school to further education, • Learning opportunities & environment? • Are educational needs being met? • Educational attainment? • Availability of study support from carers • Regular participation in education & training	• Networks of social support • Relationships with extended family • Are there any tensions involved which impact negatively? • Significant people in the wider world?
Enough Money	**Comfortable & Safe Housing**
• Is the income adequate? • Have problems of poverty disadvantaged family? • Are family in receipt of all entitlements? • Are there debt issues which impact on the family? • Do family have access to public funds	• Is the property suitable for the needs of the family? Including adaptations for family members? • Is the home safe & adequately maintained?? • Have there been frequent moves? • Are there any issues of anti-social behaviour in the area?
Work Opportunities for Family	**Belonging**
• Training work opportunities for family? • Cultural and family expectations of employment? • Support for young persons career aspirations and opportunities • Learning Needs of parents?	• Is the family accepted in the local community?. • Are there opportunities for social contact i.e nurseries/school clubs/youth clubs/residents groups/faith groups • Are there local prejudices/tensions affecting family life? • Are there opportunities for families to contribute to community, i.e volunteering
Local Resources	
• Are there local resources – i.e. parks/leisure? • Projects offering support and guidance at times of stress/transition? i.e voluntary groups/children's centres/youth support? • Access to local information i.e FIS	

Gathering Information

When completing an EHA, you should use a variety of sources in order to gather information, for example, speaking to other agencies, information supplied by parents/carers, factual information such as attendance records, medical reports etc, observations and opinions are also a very important part of an assessment.

Open questions are a useful way of gathering information when undertaking assessments and working with families. It will also give the family an opportunity to give you additional information which can be included in your EHA.

Remember the 80/20 rule, ideally, you should speaking for 20 % of the time and listening for 80 % !!!

Open-ended questions cannot be answered by yes or no. These questions often begin with "who," "what," "why," "where," and "when."

What do you mean by?
Would you tell me more about...
Would you explain...?
Would you explain that to me in more detail?
I'm not certain I understand...Can you give me an example?
What examples can you give me?
What would you like to know about?
When you say _____, what do you mean?
Can you explain to me...
I'm not familiar with that person. What is his/her relationship with you?
What is your parenting style?
Can you tell me about your own experience of being parented?
Do you feel you are too strict or too lenient, or well balanced?
How do you discipline your children?
What do you feed your child?
Are there any foods you avoid giving your child?
How much time do you spend with your child?

What do you do with your child? What activities do you do together?
How much time do you spend away from your child?
What is more important to you, a clean house, or spending time with your child?
Do you buy your child everything they ask for?
Do you have your child do chores?
How do you reward your child?
How is your bedtime routine?
How did your child sustain this injury?
What do you do when your child is not well?
What do you think your child's interests are?
What do your children do when they come home from school?
How is your children's relationship with one another?
Why do you think your children behave like this?
What do you think can be done to improve your children's behavior?
Why do you think your child refuses to go to school?
How can you help your child to go to school regularly?

Think TED

T – TELL me more...

E – EXPLAIN to me...

D – DESCRIBE this for me...