

## Core Assessment Record – Birth to 12 Months

<p>The Core Assessment builds on information that is gathered during the Initial Assessment or Investigation and provides a further depth of understanding of a child's needs and parental capacity to meet the child's needs.</p>	<p>Conducting a Core Assessment is the process used in the 30 day Extended Assessment activity and is also a required activity in open family enhancement and protective services files.</p> <p>This Core Assessment Record is the record of the assessment activity.</p> <p>The Core Assessment Analysis (contained within this Record) is used as the CYIM text for; the Extended Assessment, the 'Assessment' tab in open family enhancement files, and the 'Information Consolidation' tab in open protective services files.</p> <p>A paper copy of the entire Core Assessment Record must be maintained on the file.</p>
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### SECTION 1 - PARENT AND CHILD DETAILS

<b>Parents/ Caregivers:</b>						<b>M F</b>
Family Name _____		Given Name _____		<input type="checkbox"/> <input type="checkbox"/>		
Address: _____						
I Code _____		Tel. _____				
Family Name _____		Given Name _____		<input type="checkbox"/> <input type="checkbox"/> Address:		
		Postal Code _____		Tel. _____		
<b>Child:</b>						
Family Name	Given Name	CYIM #	M F	DOB	YYYY/MM/DD	
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>		
<b>Siblings:</b>						
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>		
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>		
_____	_____	_____	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>		

**SECTION 2 - ASSESSMENT ACTIVITY DETAILS**

**Reason for Core Assessment** (ie. Extended assessment, open file, service plan review)

**Current Circumstance of Child and Family** (Text from Initial Assessment Record may be placed here)

**Activities of the Caseworker** (Provide a record of visits and contacts)

**Collateral Contacts and Involvement of other Agencies**

**SECTION 3 – CHILD’S DEVELOPMENTAL NEEDS AND PARENTAL CAPACITY**

**Health: Child’s Developmental Needs**

		Yes	No	Provide notes and evidence as relevant.
<p>Taking into consideration any disability or chronic sickness, a ‘normally well’ baby is defined as unwell for 1 week or less in the last 6 months</p> <p>Poor home conditions are associated with illness in small children.</p>	<b>H1</b> Baby was full term at birth.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H2</b> Baby is normally well.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H3</b> Weight/height at expected level.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H4</b> Hearing/vision is satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H5</b> Immunisations are up to date	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H6</b> Baby is breastfed.	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Parents/caregivers are usually the first to identify a possible difficulty in a child’s social and emotional development</p> <p>When the baby has not reached an expected developmental milestone consider referring for a specialist assessment.</p> <p>Babies of substance-using mothers may suffer withdrawal symptoms such as high pitched crying, sweating and fever, vomiting and diarrhoea.</p>	<b>H6</b> Gross motor skills at age appropriate stage.	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Can lift head and shoulders off mattress (2-3months)</i>			
	<i>Holds head up for extended time (3-4months).</i>			
	<i>Can roll from back to tummy, can sit in adult’s lap (5-6months)</i>			
	<i>Pulls self up unsteadily to stand but cannot get down (7-9months).</i>			
	<i>Walks when led or held (11months).</i>			
	<b>H7</b> Fine motor skills at age appropriate stage.	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Plays with fingers (3-4months)</i>			
	<i>Can grasp objects (5-6months)</i>			
	<i>Transfers objects from hand to hand (7-10 months)</i>			
<i>Feeds self with thumb and finger (11months).</i>				
	<b>H8</b> Symptoms/signs of exposure to drugs/ alcohol in utero.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>H9</b> Has had an accidental injury.	<input type="checkbox"/>	<input type="checkbox"/>	

**Health: Parental Capacity**

Yes No . Provide notes and evidence as relevant.

<p>Baby's eating, drinking and bath times should always be supervised.</p>	<p><b>H10</b> Baby is given an age appropriate, adequate and Nutritious diet including fluids.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>Eating and sleeping patterns need to be set within the context of the family's culture.</p>	<p>For newborns, baby is breastfed if at all possible.</p> <p><b>H11</b> Baby's sleeping place is clean and comfortable.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>Parents/caregivers of disabled babies can face barriers in accessing routine medical care.</p>	<p><b>H12</b> Baby is bathed nearly every day.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>Parents/caregivers with severe problems may not always be able to concentrate long enough to complete the baby's feeding or diaper change.</p>	<p><b>H13</b> Baby's diaper is changed regularly.</p> <p><b>H14</b> Baby's medical/ clinic appointments are generally kept.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>The significance of the physical symptoms of the baby's illnesses may not always be easily identified or understood. This may influence how parents respond.</p>	<p><b>H15</b> Parent/caregiver has an adequate explanation as to why immunisations are not up to date.</p> <p><b>H16</b> Periodic illnesses have a medically recognised source.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
<p><b>To gather further information use HOME Inventory and the Home Conditions Scale.</b></p>	<p><b>H17</b> Parents/caregivers are comforting when baby is ill.</p> <p><b>H18</b> Injuries have always been appropriately attended to.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	
	<p><b>H19</b> Child is protected from abuse.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	

**Caseworker's Summary.**

Indicate areas of strength and areas of unmet needs for the **child's health**.

Indicate areas of strength and challenges in the parents'/caregivers' **capacity to meet the child's health developmental needs**.

**Education – Cognitive and Language Development: Child’s Developmental Needs**

		Yes	No	Provide notes and evidence as relevant.
<p>At 1 month deaf babies vocalise in a reflex way, but if very deaf do not usually show a startle reflex to sudden noises.</p> <p>Blind babies may move eyes towards noises.</p> <p>Depressed parents show reduced sensitivity to their baby’s verbal cues.</p> <p><b>If the baby has not reached an expected developmental milestone consider referring for a specialist assessment.</b></p>	<p><b>E1</b> Baby is making expected progress with speech and language:</p> <p><i>Coos and gurgles (1month)</i></p> <p><i>Can exchange coos, etc. with familiar person (3months).</i></p> <p><i>Babbles spontaneously; talks to self in a tuneful voice (6months)</i></p> <p><i>Understands words such as ‘bye-bye’; ‘mama’; ‘dada’ (6months)</i></p> <p><i>Enjoys communicating with sounds (9months).</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>E2</b> Cognitive development is at expected stage:</p> <p><i>Recognises primary caregivers (1month).</i></p> <p><i>Shows interest in surroundings (3months).</i></p> <p><i>Looks in correct direction for fallen toys (9months).</i></p> <p><i>Watches a toy being hidden and then looks for it (9months).</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>E3</b> By 9 months the baby understands and obeys the command ‘no’.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

**Education - Cognitive and Language Development: Parental Capacity**

	Yes	No	Provide notes and evidence as relevant.
When a child has profound or complex impairments it may be helpful to check with a specialist before completing this section.	<input type="checkbox"/>	<input type="checkbox"/>	
When a parent/ caregiver has a learning disability only 15% of children are similarly affected.	<input type="checkbox"/>	<input type="checkbox"/>	
Disabled children may need financial help, equipment or specialised services. Ensure appropriate referrals are made	<input type="checkbox"/>	<input type="checkbox"/>	
All children need adequate and appropriate stimulation.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents/caregivers of deaf and hearing impaired babies should decide which means of communication would most stimulate their child	<input type="checkbox"/>	<input type="checkbox"/>	
A key to children's progress is a parent/caregiver who offers praise and encouragement.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>For further information use the Family Activity Scale and the HOME Inventory.</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E4</b> Child has a range of safe toys/objects to play with.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E5</b> Baby has somewhere safe to play.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E6</b> Parent/ caregiver shows approval of the baby's achievements.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E7</b> Parent/ caregiver talks/ sings lovingly to the baby and encourages response and repetition.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E8</b> Parent/ caregiver reads to/ looks at books with/ listens to music with the baby.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E9</b> Baby can safely explore his/her environment.	<input type="checkbox"/>	<input type="checkbox"/>	

**Caseworker's Summary.**

Indicate areas of strength and areas of unmet needs for the **child's education and cognitive development.**

Indicate areas of strength and challenges in the parents'/caregivers' **capacity to meet the child's educational and cognitive development needs.**

**Emotional and Behavioural Development: Child's Developmental Needs**

	Yes	No	Provide notes and evidence as relevant.
Babies smile in response to an adult from the age of one month	<input type="checkbox"/>	<input type="checkbox"/>	
Babies often need a comfort object such as a favourite soft toy or blanket.	<input type="checkbox"/>	<input type="checkbox"/>	
Crying peaks at 6 weeks when babies may cry for 2-3 hours per day	<input type="checkbox"/>	<input type="checkbox"/>	
Between 2 weeks and 4 months approximately 20% of babies develop colic	<input type="checkbox"/>	<input type="checkbox"/>	
Colic involves intense daily bouts of crying totally more than 3 hours a day.	<input type="checkbox"/>	<input type="checkbox"/>	
Colic disappears spontaneously at 3-4 months.	<input type="checkbox"/>	<input type="checkbox"/>	
Babies who are very difficult to soothe and comfort may be suffering from substance withdrawal symptoms.	<input type="checkbox"/>	<input type="checkbox"/>	
At nine months babies show negative emotions when restrained.	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

**Emotional and Behavioural Development: Parental Capacity**

		Yes	No	Provide notes and evidence as relevant.
<p>Depression and drug or alcohol problems can affect parent's capacity to care for the baby.</p> <p>Babies' emotions and behaviours are related to the moods and actions of their caregivers</p> <p>Babies of depressed parents may reflect their parent's emotional state.</p> <p>To gather further information use the HOME Inventory and the Family Assessment, particularly the family adaptability and parenting sections.</p>	<b>B10</b> Parents/caregivers respond readily to the baby's emotional needs.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B11</b> Parents/caregivers are calm and consistent when dealing with the baby's distress.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B12</b> Parents/caregivers take pleasure in appropriate physical contact with the baby.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B13</b> Baby is exposed to frequent criticism/hostility.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B14</b> Baby is hit.			
	<b>B15</b> Baby is shaken.			
	<b>B14</b> Baby is physically punished.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B15</b> Parents/caregivers have sought help or advice if they are experiencing difficulties in managing the baby.	<input type="checkbox"/>	<input type="checkbox"/>		

**Caseworker's Summary.**

Indicate areas of strength and areas of unmet needs for the **child's emotional and behavioural development.**

Indicate areas of strength and challenges in the parents' **capacity to meet the child's emotional and behavioural development.**

**Family and Social Relationships: Child's Developmental Needs**

		Yes	No	Provide notes and evidence as relevant.
At 2 months babies are socially responsive but do not discriminate between adults.	<b>F1</b> Social awareness is at expected stage:	<input type="checkbox"/>	<input type="checkbox"/>	
Between 2 & 7 months babies recognise familiar people but there is little separation protest.	<i>Responds with obvious pleasure to loving attention and cuddles (3months)</i>			
From 6 months onwards babies start to show preferential attachment, are wary of strangers and protest at separation from parent/main caregiver.	<i>Friendly with strangers but may be shy if parent/main caregiver is out of sight (6months)</i>			
Strong attachment relationships can be formed with a number of caregivers.	<i>Clearly distinguishes strangers from familiar people (9months)</i>			
Consider using the HOME Inventory and the Family Assessment, particularly the parenting, family communication and family alliances sections.	<b>F2</b> Is calm and comfortable with known relatives and family friends (10-12 months).	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>F3</b> At 10-12 months attachment is appropriate:	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Protests if parent leaves the room.</i>			
	<i>Is pleased to see parent when returns</i>			
	<i>Does not behave oddly when parent returns e.g. seems cross, freezes.</i>			
	<b>F4</b> From 9 months onwards social play is at the expected stage:	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Plays peek-a-boo, enjoys songs and action rhymes.</i>			
	<i>Plays alone for long periods</i>			
	<b>F11</b> Has definite likes and dislikes at meal and bedtimes (9 months).	<input type="checkbox"/>	<input type="checkbox"/>	

**Family and Social Relationships: Parental Capacity**

		Yes	No.	Provide notes and evidence as relevant.
Of central importance to a child in all families is a loving and protective relationship	<b>F12</b> Parent/caregiver loves the baby unconditionally	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>F13</b> Parent/caregiver is able to keep calm and consistent when baby is excessively distressed.	<input type="checkbox"/>	<input type="checkbox"/>	
Love and affection are shown in different ways depending on culture and individual characteristics	<b>F14</b> Parent/caregiver is responsive and in tune with baby's needs for comfort.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>F15</b> Parent/caregiver is tolerant of a lack of response to them from the baby.	<input type="checkbox"/>	<input type="checkbox"/>	
Depression can affect parent's capacity to care for their child.	<b>F16</b> Parent/caregiver spends sufficient time with the baby to sustain a strong relationship.	<input type="checkbox"/>	<input type="checkbox"/>	
The presence of a supportive adult can help distressed parents to cope.	<b>F17</b> Parent/caregiver engages with the baby in 'conversation' or play.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>F18</b> Baby is protected from witnessing odd or frightening adult behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	
For a disabled child, practical and social barriers can make taking the baby out difficult, but it remains essential to the child's well-being.	<b>F20</b> Baby is taken out to visit shops/friends/family, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>F21</b> A limited number of known safe adults deliver intimate care	<input type="checkbox"/>	<input type="checkbox"/>	
Continuity and stability are key aspects of the attachment process.	<b>F22</b> There is a stable pattern of care in the baby's day to day life.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>For further information use The Parenting Daily Hassles Scale and the HOME Inventory.</b>				

**Caseworker's Summary.**

Indicate areas of strength and areas of unmet needs of the **child's family and social relationships.**

Indicate areas of strength and challenges in the parents/caregivers **capacity to meet the child's family and social relationships.**





		Yes	No	Provide notes and evidence as relevant.
<p><b>For further information use The Home Circumstances Scale</b></p> <p>Basic amenities include safe water, heating, cooking facilities, food storage, sleeping arrangements and cleanliness.</p>	<p><b>Housing</b></p> <p><b>FE10</b> The family is homeless.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE11</b> The family is vulnerable to eviction or in temporary accommodation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE12</b> The accommodation and its immediate surroundings are safe for the child.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE13</b> The home has basic amenities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE14</b> The home requires adaptations to meet the child's needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE15</b> The home is overcrowded.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Economic stress can lead to other stresses in a family.</p> <p>Determine if the family has access to all available financial support programs.</p>	<p><b>Employment</b></p> <p><b>FE16</b> A parent/caregiver is in paid employment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE17</b> The parent's/caregiver's pattern of work adversely impacts on child care.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE18</b> Employment is reasonably secure.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE19</b> Family members who seek employment are adequately supported.</p>	<input type="checkbox"/>	<input type="checkbox"/>	



**Caseworkers Summary – Family and Environmental Factors**

Indicate how the family and environmental factors have an impact on the parents'/caregivers' capacity to respond to their child's needs. Illustrate the relationship between environmental factors and the child's needs.

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## SECTION 5 – SUMMARY AND ANALYSIS

### Summary of Child’s Developmental Needs and Strengths

Summarize the child’s developmental needs and strengths as indicated by the information gathered.

(Draw this information from the Caseworker Summaries in Section 3)

### Summary of Parental Capacities

Summarize the parents’/caregivers’ issues, needs and strengths, which have been identified in the information gathered

Describe parental capacities as they relate to providing: **basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries, and stability.**

(Draw this information from the Caseworker Summaries in Section 3)

**Core Assessment Analysis**

The Core Assessment Analysis should list the factors that have an impact on different aspects of the child's development and parenting capacity.

The analysis should draw information from, and show the relationships between:

- the child's developmental needs,
- parenting capacity,
- family and environmental factors,

to provide a clear understanding of the child's needs, and what types of service provision would best address these needs.

Ensure that this analysis is discussed with the parents'/caregivers and child, where appropriate.

*(Note: This text for entry in CYIM)*

**Key Recommendations of the Core Assessment for Service Planning.**

**SECTION 6 - DECISIONS AND ACTIONS TAKEN**

1. Is the child in need of intervention services as defined in S. 1(2) of the Enhancement Act? Yes  No

2. If Yes, indicate the reason:

- The child is abandoned or lost;
- the guardian of the child is dead and the child has no other guardian;
- the child is neglected by the guardian;
- the child has been or there is a substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
- the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
- the child has been emotionally injured by the guardian of the child
- the guardian of the child is unable or unwilling to protect the child from emotional injury;
- the guardian of the child has subjected the child to or is unable to or unwilling to protect the child from cruel or unusual treatment or punishment.

Indicate which of the following actions are taken:

- Closure, of the file, no referral
- Closure with a referral to community resource
- Family Enhancement Agreement completed
- Enhancement Agreement with Youth completed
- Referral for Investigation
- Referral to Protective Services for appropriate legal authority
- Family Enhancement file already open
- Protective Services file already open

**SECTION 7 – PARENT AND CHILD COMMENTS**

**Parent/Caregiver comments on the Core Assessment Analysis**

**Child's comments (where appropriate) on the Core Assessment Analysis**

Parent's/caregiver's name and signature:

(DD/MM/YYYY)

\_\_\_\_\_  
\_\_\_\_\_

□□/□□/□□□□

□□/□□/□□□□

Child's name and signature:

\_\_\_\_\_

□□/□□/□□□□

Caseworker's name and signature:

\_\_\_\_\_

□□/□□/□□□□

**SECTION 8 - CONCLUSION**

**Record of who the Report has been shared with.**

Indicate if the Report has been discussed with or provided to the parents/caregivers. Provide details

\_\_\_\_\_  
\_\_\_\_\_

Indicate if the Report has been discussed with or provided to the child. Provide details.

\_\_\_\_\_  
\_\_\_\_\_

Indicate if the Report has been provided to any other persons or service providers. Provide details

\_\_\_\_\_  
\_\_\_\_\_

Date Core Assessment commenced:

// (YYYY/MM/DD)

Caseworker Assigned: \_\_\_\_\_

Date Core Assessment completed & forwarded to Supervisor

// (YYYY/MM/DD)

Caseworker's signature: \_\_\_\_\_

Date reviewed by Supervisor:

// (YYYY/MM/DD)

Supervisors Comments:

\_\_\_\_\_

Supervisors Signature \_\_\_\_\_

## Initial Assessment Record

The Initial Assessment follows the Intake/Screening stage of the assessment process. The caseworker has 10 working days to complete the Initial Assessment Record.

The Initial Assessment Record is used for investigations in conjunction with the Safety Assessment and Plan.

Initial assessment is the phase of assessment activity that follows screening when it is determined that a child may be in need of intervention. This assessment activity will further determine the child's need for intervention, and determine the type of intervention that may be required. If it is known that a Core Assessment must be completed the caseworker must make a decision about completing all the sections or commencing the Core Assessment.

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### PARENT AND CHILD/YOUNG PERSON'S DETAILS:

## Initial Assessment Record

**Parents/Caregivers:**

Family Name \_\_\_\_\_ Given Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postal code \_\_\_\_\_ Tel. \_\_\_\_\_

Family Name \_\_\_\_\_ Given Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postal code \_\_\_\_\_ Tel. \_\_\_\_\_

**Child(ren)**

Family Name	Given Name	CYIM #	M	F	DOB YYYY/MM/DD
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/> / <input type="checkbox"/> <input type="checkbox"/>
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**REASON FOR ASSESSMENT**

The Initial Assessment Record provides a summary of assessment activity undertaken by the caseworker(s) in collaboration with the family and other agencies.

**Record reason for Initial Assessment, including views of child/young person and parent/caregivers:**

*(Note: Text from Screening Report Summary may be imported here.)*

**SOURCES OF INFORMATION**

As part of an initial assessment, the child should be seen by the caseworker.

**Contacts with the Family**

*(Provide a record of visits and contacts, who was contacted and the nature of each contact. (eg. tele, face to face, other)*

Agencies should be consulted and involved in the assessment process when appropriate.

Parental permission to contact other agencies should be obtained whenever possible.

Agencies should indicate whether information provided can be shared with the family.

**Collateral Contacts**

*(Indicate the consultation and involvement of community agencies in the assessment process.)*

## CHILD/YOUNG PERSON'S DEVELOPMENTAL NEEDS AND PARENTAL CAPACITY

All children and young people develop over time. Parents have a responsibility to respond appropriately to the child/young person's needs. The purpose of this section is to **identify areas of strength and areas of developmental need of the child**, and the parental capacity to respond to the child's needs.

The parent's capacity to respond should be considered in relation to **basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries and stability.**

Use the HOME Inventory and relevant Questionnaires and Scales (Department of Health et al, 2000) during the Initial Assessment.

<b>Child's needs:</b>	<b>HEALTH</b>
<b>Parenting capacity:</b>	
<b>Child's needs:</b>	<b>EDUCATION</b>
<b>Parenting capacity:</b>	

**EMOTIONAL AND BEHAVIOURAL DEVELOPMENT**

**Child's needs:**

**Parenting capacity:**

**IDENTITY**

**Child's needs:**

**Parenting capacity:**

**FAMILY AND SOCIAL RELATIONSHIPS**

**Child's needs:**

**Parenting capacity:**

**SOCIAL PRESENTATION**

**Child's needs:**

**Parenting capacity:**

**SELF CARE SKILLS**

**Child's needs:**

**Parenting capacity:**

**ATTRIBUTES OF PARENTS'/CAREGIVERS' WHICH AFFECT THEIR ABILITY TO RESPOND TO THE CHILD'S NEEDS**

Record both the strengths and challenges of the parent/caregiver attributes

Research shows that the following are most likely to affect parenting capacity:

- physical illness,
- mental illness,
- learning disability,
- substance/alcohol misuse,
- domestic violence,
- childhood abuse,
- history of causing a child to be in need of intervention
- addictions,
- gambling,
- criminal activity

Record caregiver attributes and the affect they will have on parenting.

Provide details of any adults in the home may endanger the survival, security or development of a child.

A large empty rectangular box with a black border, intended for recording the information described in the text to the left. It occupies the right half of the page.

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**FAMILY AND ENVIRONMENTAL FACTORS WHICH IMPACT ON THE CHILD AND FAMILY**

Record relevant historical information as well as information relating to the current situation. Record details of any adult who may endanger the survival, security or development of a child.

<b>Family History and Functioning</b>
<b>Extended Family</b>
<b>Housing</b>
<b>Employment</b>
<b>Income</b>
<b>Family's Social Integration</b>
<b>Community Resources</b>

## INITIAL ASSESSMENT ANALYSIS

The Initial Assessment Analysis should identify the factors that an impact on the different aspects of; the child's developmental needs, the parental capacity to meet the child's needs, caregiver attributes that may affect parenting ability, and environmental factors affecting the family.

The analysis should explore the relationship between all of the above factors. This process of analysing the information available should result in a clear understanding of the child's needs, and the type of service provision that would be appropriate.

Provide information and evidence to indicate whether a child is determined to be in need of intervention.

*(Note: This information to be entered on CYIM)*

## DECISIONS

This section to be completed following consultation with the supervisor.

1. Is the child in need of intervention services as defined in S. 1(2) of the Enhancement Act? Yes  No
2. If Yes, indicate the reason:
  - The child is abandoned or lost;
  - the guardian of the child is dead and the child has no other guardian;
  - the child is neglected by the guardian;
  - the child has been or there is a substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
  - the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
  - the child has been emotionally injured by the guardian of the child
  - the guardian of the child is unable or unwilling to protect the child from emotional injury;
  - the guardian of the child has subjected the child to or is unable to, or unwilling to protect the child from cruel and unusual treatment or punishment

## ACTIONS ARISING FROM THE INITIAL ASSESSMENT

This section is used to record any actions taken during or on completion of the initial assessment. More than one box may be ticked. If a core assessment is to be undertaken, the family should receive services as appropriate during this process.

Indicate which of the following actions are taken:

- Brief Services
- Closure, no referral
- Closure with a referral to community resource
- Family Enhancement Agreement completed
- Enhancement Agreement with Youth completed
- Referral for Investigation
- Referral for Core Assessment
- Family Enhancement file already open
- Protective Services file already open

**PARENT AND CHILD COMMENTS**

The completed Initial Assessment Record should be discussed with the parent/cargiver and record their comments.

**Parents'/caregivers' comments on this assessment. Record any areas of disagreement.**

The completed Initial Assessment Record should be discussed with the child, where appropriate. Record the child's comments.

**Child/young person's comments on this assessment. Record any areas of disagreement.**

Parent's/caregiver's name and signature:

(DD/MM/YYYY)

\_\_\_\_\_  
\_\_\_\_\_

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Childs' name and signature:

\_\_\_\_\_  
\_\_\_\_\_

//

Caseworker's name and signature:

\_\_\_\_\_  
\_\_\_\_\_

//

**Record who the report has been shared with.**

Indicate if the Report has been discussed with, or provided to the child/young person.  
 Provide details.

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Indicate if the Report has been discussed with, or provided to the parents/main caregivers.  
 Provide details.

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Indicate if the Report has been provided to any other persons, or service providers.  
 Provide details.

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Indicate the extent to which the Initial Assessment Record has been discussed or shared with the parent/caregiver or child.

This information should not be shared with a third party or other professionals, unless appropriate consent has been obtained or the sharing of information is authorized under the Enhancement Act.

The identity of the referral source must not be disclosed.

Date Initial Assessment commenced:     /   /   (YYYY/MM/DD)

Caseworker Assigned: \_\_\_\_\_

Date Initial Assessment completed & forwarded to Supervisor     /   /   (YYYY/MM/DD)

Caseworker's signature: \_\_\_\_\_

Date reviewed by Supervisor:     /   /   (YYYY/MM/DD)

Supervisors Comments:

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Supervisors Signature \_\_\_\_\_

**Initial Plan**

The Initial Plan should specify the services to be provided to respond to the child/young person's identified developmental needs. Services may be provided while further assessment(s) is/are being carried out. The Initial Plan should include services being provided to parent(s)/caregiver(s). The planned outcomes set out in this plan should be: **Specific and Measurable, Achievable, Related** to the assessed needs of the child/young person and **Time** related.

Identified child developmental needs and strengths and difficulties in each domain	How will these needs be responded to: actions or services to be taken/provided	Frequency & length of service: e.g. hours per week	Person/ Agency responsible	Date service will commence/ commenced	Date service completed (if appropriate)	Planned outcomes: progress to be achieved by next review or other specified date	Actual Outcomes: to be completed at the review or at closure
Child's Developmental Needs							
Parenting Capacity							
Family and Environmental Factors							

Date Initial Plan will be reviewed:     /   /   (YYYY/MM/DD)