

**CORE ASSESSMENT RECORD****Child Aged 3 to 4 Years****CHILD:**Last name \_\_\_\_\_ Given names \_\_\_\_\_ Gender: Male  Female DoB // (DD/MM/YYYY) Child's File Number \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_ Tel. \_\_\_\_\_

**PARENT(S):**(1) Last name \_\_\_\_\_ Given names \_\_\_\_\_ Gender: Male  Female DoB // (DD/MM/YYYY) Parent's File Number \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_ Tel. \_\_\_\_\_

(2) Last name \_\_\_\_\_ Given names \_\_\_\_\_ Gender: Male  Female DoB // (DD/MM/YYYY) Parent's File Number \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_ Tel. \_\_\_\_\_

Services planned/currently offered for child and/or parent(s): \_\_\_\_\_

\_\_\_\_\_

Reason Child Determined to be in need of protection/services: \_\_\_\_\_

\_\_\_\_\_

**FOR OFFICE USE ONLY, UPON COMPLETION OF THE ASSESSMENT:****Note: Upon completion, within allotted time frames, and signatures required, Assessment is to be forwarded to Supervisor for review and confirmation of Care Plan/Service Plan.**Date forwarded by Worker to Supervisor: // (DD/MM/YYYY)

Worker's Signature: \_\_\_\_\_

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

Supervisor's signature: \_\_\_\_\_

Supervisor's comments:

\_\_\_\_\_

\_\_\_\_\_

<b>DATE(S) CHILD AND FAMILY MEMBERS SEEN/INTERVIEWED:</b>		
Date (DD/MM/YYYY)	Name(s) of family member(s) interviewed	Please tick if child seen during interview
<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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**AGENCIES CURRENTLY INVOLVED WITH THE CHILD/FAMILY**

**Current involvement/services provided, including provision of specialist assessment. Please note contribution to core assessment.**

<p><b>Name</b> _____</p> <p><b>Address</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Tel. no.</b> _____</p> <p><b>E-mail:</b> _____</p>	
<p><b>Name</b> _____</p> <p><b>Address</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Tel. no.</b> _____</p> <p><b>E-mail:</b> _____</p>	
<p><b>Name</b> _____</p> <p><b>Address</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Tel. no.</b> _____</p> <p><b>E-mail:</b> _____</p>	

<p><b>Name</b> _____</p> <p><b>Address</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Tel. no.</b> _____</p> <p><b>E-mail:</b> _____</p>	
<p><b>Name</b> _____</p> <p><b>Address</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Tel. no.</b> _____</p> <p><b>E-mail:</b> _____</p>	

QUESTIONNAIRE, SCALES OR OTHER INSTRUMENTS USED IN ASSESSMENT <input type="checkbox"/> Yes <input type="checkbox"/> No	
Instrument used	Date used (DD/MM/YYYY)
_____	□□/□□/□□□□
_____	□□/□□/□□□□
_____	□□/□□/□□□□
_____	□□/□□/□□□□



# Health: Parental capacity

Notes and evidence on family strengths or issues. Consider parents'/ caregivers' capacity for basic care, ensuring safety, emotional warmth, guidance, boundaries, and stability. Note when an issue is not relevant.

		Yes	No	
Eating and sleeping patterns need to be set within the context of the family's culture.	H9 Child is given an appropriate, adequate and nutritious diet including fluids.	<input type="checkbox"/>	<input type="checkbox"/>	
Child's eating, drinking and bath times should always be supervised.	H10 Child's sleeping place is clean and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	
	H11 Child is bathed regularly.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents with severe problems may not always be able to concentrate long enough to complete the child's feeding or diaper change.	H12 Child's medical/clinic appointments are generally kept.	<input type="checkbox"/>	<input type="checkbox"/>	
	H13 Parent/caregiver has an adequate explanation as to why immunisations are not up to date.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents of disabled children can face barriers in accessing routine medical care.	H14 Periodic illnesses have a medically recognised source.	<input type="checkbox"/>	<input type="checkbox"/>	
	H15 Parents/caregivers are comforting when child is ill.	<input type="checkbox"/>	<input type="checkbox"/>	
The significance of the physical symptoms of the child's illnesses may not always be easily identified or understood. This may influence the way parents respond.	H16 Parent/caregiver takes action to prevent common accidents (plugs, cooking arrangements, dangerous substances).	<input type="checkbox"/>	<input type="checkbox"/>	
	H17 Injuries have always been appropriately attended to.	<input type="checkbox"/>	<input type="checkbox"/>	
To gather further information consider using the HOME Inventory and the Home Conditions Scale.	H18 Child is protected from abuse.	<input type="checkbox"/>	<input type="checkbox"/>	
	H19 Parent/caregiver provides regular and consistent routines for the child (meal times, bed times and bath times).	<input type="checkbox"/>	<input type="checkbox"/>	

**Worker's summary.** Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm in relation to health.

**Education - cognitive and language development: Child's developmental needs**

Notes and evidence on the child's cognitive and language development.  
Note when an issue is not relevant.

At 3 years children learn to speak more than one language if they hear more than one language spoken around them

E1 Child is making expected progress with speech and language:

*Carries on simple conversations (3yrs).*

*Can repeat nursery rhymes and songs with few errors (4yrs).*

Yes No

E2 Begins to understand the concept of time – talks about things in the past and future.

Depressed parents show reduced sensitivity to their child's verbal cues.

E3 Shows an interest in stories and plays story-like games with toys.

E4 Is able to settle to a game and concentrate for 10 minutes or more.

E5 Likes to play with toys and objects.

When the child has not reached an expected developmental milestone consider referring for a specialist assessment (e.g. speech therapist).

E6 Child plays at age-appropriate level.

*Enjoys playing on the floor brick, boxes, trains and dolls, alone and with others (3yrs).*

*Plays elaborate role play games with others (4yrs).*

**Education - cognitive and language development: Parental capacity**

Notes and evidence on family strengths or issues. Consider parents'/caregivers' capacity for basic care, ensuring safety, emotional warmth, guidance and boundaries, and stability. Note when an issue is not relevant.

		Yes	No	
All children need adequate and appropriate stimulation.	E7 Child has a range of toys/play materials suitable to his/her stage of development.	<input type="checkbox"/>	<input type="checkbox"/>	
A key to children's progress is a parent/caregiver who offers praise and encouragement.	E8 Child has frequent opportunities to communicate and play with others.	<input type="checkbox"/>	<input type="checkbox"/>	
When a parent has a learning disability only 15% of children are similarly affected.	E9 Parent/caregiver regularly reads, tells stories, plays counting games, watches TV with the child.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents of deaf and hearing impaired children should stimulate their child through the most suitable means of communication for their child.	E10 Child has somewhere safe to play at home.	<input type="checkbox"/>	<input type="checkbox"/>	
	E11 Parent/caregiver shows approval of the child's achievements.	<input type="checkbox"/>	<input type="checkbox"/>	
	E12 Parent/caregiver consistently encourages the child to learn.	<input type="checkbox"/>	<input type="checkbox"/>	
When a child has profound or complex impairments it may be helpful to check with a specialist before completing this section.	E13 Child is closely supervised by an adult in and out of the home.	<input type="checkbox"/>	<input type="checkbox"/>	
	E14 If the child attends pre-school he/she is always picked up.	<input type="checkbox"/>	<input type="checkbox"/>	
To gather further information consider using the HOME Inventory and the Family Activity Scale.	E15 A small number of safe adults, known to the child, take the child to pre-school and pick them up.	<input type="checkbox"/>	<input type="checkbox"/>	
	E16 Child's toys/books are looked after.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Worker's summary.</b> Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm in relation to education, cognitive and language development.				

**Emotional and behavioural development: Child's developmental needs**

		Yes	No	Notes and evidence on the child's identity needs. Note when an issue is not relevant.
When distressed most children will turn to adults for comfort.	<b>B1</b> Child is usually in a calm and contented state.	<input type="checkbox"/>	<input type="checkbox"/>	
Short lived temper tantrums are to be expected.	<b>B2</b> Is generally easy to soothe when distressed.	<input type="checkbox"/>	<input type="checkbox"/>	
Children of a depressed parent may reflect their parent's emotional state.	<b>B3</b> Can think about things from someone else's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	
Children who are abused or witness domestic violence may wake up screaming or crying.	<b>B4</b> Child readily engages in joint play with familiar adults.	<input type="checkbox"/>	<input type="checkbox"/>	
When a child is disabled or sensory impaired, behaviours such as rocking or constant screaming are significant and must not be dismissed	<b>B5</b> Can seem very wary, anxious and overly cautious.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B6</b> Challenging/ disruptive behaviour affects child's safety.	<input type="checkbox"/>	<input type="checkbox"/>	
Any self harm must be treated seriously and appropriate help sought.	<b>B7</b> Inflicts injuries on self (i.e. scratching, head banging).	<input type="checkbox"/>	<input type="checkbox"/>	
By 4 years about half of all children can dress without supervision.	<b>B8</b> Attempts to dress him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>To gather further information consider using The Parenting Daily Hassles Scale; or the Strengths and Difficulties Questionnaire.</b>	<b>B9</b> Feeds him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	

### Emotional and behavioural development: Parental capacity

Notes and evidence on the family strengths or issues. Consider parents'/caregivers' capacity for basic care, ensuring safety, emotional warmth, guidance and boundaries, and stability. Note when an issue is not relevant.

		Yes	No	
Child's emotions and behaviours are related to the moods and actions of their caregivers.	<b>B10</b> Parents/caregivers respond readily to child's emotional needs.	<input type="checkbox"/>	<input type="checkbox"/>	
Positive methods for encouraging good behaviour include: praise, negotiation, modelling, rewards, distraction, play, persuasion and explanation.	<b>B11</b> Parents/caregivers are calm and consistent when dealing with the child's distress.	<input type="checkbox"/>	<input type="checkbox"/>	
Depression and drug or alcohol problems can affect parent's capacity to care for/about the child.	<b>B13</b> Parents/caregivers take pleasure in appropriate physical contact with the child.	<input type="checkbox"/>	<input type="checkbox"/>	
The presence of a supportive adult can help distressed parents to cope.	<b>B14</b> Child is exposed to frequent criticism/hostility.	<input type="checkbox"/>	<input type="checkbox"/>	
Most at risk are children who are victims of aggression, or are neglected.	<b>B15</b> Child is hit/physically punished.	<input type="checkbox"/>	<input type="checkbox"/>	
Younger or disabled children may be at greater risk than older, more articulate children because they are less able to tell anyone about their experiences or distress.	<b>B16</b> Child is responded to in a relatively consistent and predictable manner.	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>B17</b> Parents/caregivers have sought help or advice if they are experiencing difficulties in managing the child.	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>Worker's summary.</b> Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm in relation to emotional and behavioural development.</p>				

**Identity and Social Presentation: Child's developmental needs**

Notes and evidence on the child's identity and social presentation needs. Note when an issue is not relevant.

		Yes	No	
To gather further information consider using the HOME Inventory.	ID1 Child generally has a positive view of self.	<input type="checkbox"/>	<input type="checkbox"/>	
	At this age most children know their first and last name, age and gender.			
	ID2 Child knows own gender.	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural identity develops from all aspects of the child's experience.	ID3 Child knows own name.	<input type="checkbox"/>	<input type="checkbox"/>	
	ID4 Child asserts rights with siblings/peers.	<input type="checkbox"/>	<input type="checkbox"/>	
At this age children like to be independent and are strongly self-willed.	ID5 Has a developing sense of own culture.	<input type="checkbox"/>	<input type="checkbox"/>	
	ID6 Child's language and behaviour are usually socially appropriate.			

**Identity and social presentation: Parental capacity**

Notes and evidence on the family strengths or issues. Consider parents'/caregivers' capacity for basic care, ensuring safety, emotional warmth, guidance and boundaries, and stability. Note when an issue is not relevant.

		Yes	No	
<p>To gather further information consider using the HOME Inventory; the Family Assessment, particularly the sections on the emotional life of the family, family alliances &amp; family identity.</p>	<p><b>ID7</b> Child's clothes are clean: not soiled with urine, excrement or food.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Disabled children have a right to be dressed appropriately but their dress should not impede movement, endanger stability or aggravate their skin.</p>	<p><b>ID8</b> Child's dress is appropriate for age, gender, culture and religion and where necessary, impairment.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>In all cultures disabled children may be treated as younger than their actual age This is a particular risk for learning disabled children</p>	<p><b>ID9</b> Everyone in the family calls the child by the same name.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>For children to develop a positive self- image they need to feel loved and valued for themselves.</p>	<p><b>ID10</b> Child is valued for his/her self.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Children who grow up in families which experience many stresses and problems will need positive messages to avoid developing a negative self image and poor self esteem.</p>	<p><b>ID11</b> Child is offered simple choices.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Disabled children need even more help</p>	<p><b>ID12</b> Child is encouraged to do appropriate things for himself/herself.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Children who are routinely rejected come to see themselves as unloved and unlovable.</p>	<p><b>ID13</b> Child is taught to respect others and other's possessions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Worker's summary. Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm in relation to identity and social presentation.</p>	<p><b>ID14</b> Child is accepted as a family member, e.g is included in family celebrations.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

**Family and social relationships: Child's developmental needs**

Notes and evidence on the child's emotional and behavioural needs.  
Note when an issue is not relevant.

	Yes	No	
Strong attachment relationships can be formed with a number of caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	
Children of this age are less distressed by short separations from key caregivers than are infants.	<input type="checkbox"/>	<input type="checkbox"/>	
Children of this age show pro-social behaviour such as sharing, helping or comforting.	<input type="checkbox"/>	<input type="checkbox"/>	
For a disabled child, practical and social barriers can make taking the child out difficult, but it remains essential to the child's wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	
To gather further information consider using the HOME Inventory.	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

**Family and social relationships: Parental capacity**

Notes and evidence on the family strengths or issues. Consider parents'/caregivers' capacity for basic care, ensuring safety, emotional warmth, guidance and boundaries, and stability. Note when an issue is not relevant.

		Yes	No	
<p>To gather further information consider using the HOME Inventory or The Parenting Daily Hassles Scale</p> <p>Of central importance to all children is a loving and protective relationship.</p> <p>Love and affection are shown in different ways depending on culture and individual characteristics.</p> <p>Consider using the Family Assessment, particularly the parenting, family alliances and family alliances sections</p> <p>A good attachment relationship is associated with parents being emotionally available and consistent in their parenting</p>	F8 Parent/caregiver loves the child unconditionally (i.e. without strings attached).	<input type="checkbox"/>	<input type="checkbox"/>	
	F9 Parent/caregiver is responsive and in tune with child's needs for comfort.	<input type="checkbox"/>	<input type="checkbox"/>	
	F10 Parent/caregiver spends sufficient time with the child to sustain a strong relationship.	<input type="checkbox"/>	<input type="checkbox"/>	
	F11 Child is protected from witnessing odd or frightening adult behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	
	F12 Parent/caregiver monitors interactions between child and siblings.	<input type="checkbox"/>	<input type="checkbox"/>	
	F13 Child is discouraged from violent or cruel behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Parental problems may result in the child being looked after by a large number of different people.</p> <p>A disabled child may not protest when left with strangers because they have been handled by many unknown people. Nonetheless it remains a matter of concern.</p>	F14 Child is taken out to visit shops/friends/family etc.	<input type="checkbox"/>	<input type="checkbox"/>	
	F15 A limited number of known safe adults deliver intimate care.	<input type="checkbox"/>	<input type="checkbox"/>	
	F16 There is a stable pattern of care in the child's day to day life.	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>Worker's summary.</b> Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm in relation to family and social relationships.</p>				

**PARENTS/CAREGIVERS ATTRIBUTES AND THE IMPACT ON THEIR CAPACITY TO ENSURE THE CHILD'S SAFETY FROM HARM AND TO RESPOND APPROPRIATELY TO HIS/HER NEEDS**

It is important to be aware of parent(s)/caregiver(s) strengths as well as difficulties they are experiencing. Research has shown 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 abusing children

It is important to record the name of the adult to whom the attribute refers and its affect on parenting capacity. It is also important to record details of adults who are considered to be or are likely to be posing a risk of significant harm to the child. These adults may or may not be living in the same household as the child.

<i>Parental issues</i>	<i>Yes</i>	<i>No</i>	<i>Professional/agency involved</i>	<i>Note identity of parent/caregiver for whom the attribute is relevant. Record strengths and difficulties.</i>
<b>1. Illness:</b>				
Physical	<input type="checkbox"/>	<input type="checkbox"/>		
Mental	<input type="checkbox"/>	<input type="checkbox"/>		
<b>2. Disability:</b>				
Physical	<input type="checkbox"/>	<input type="checkbox"/>		
Learning	<input type="checkbox"/>	<input type="checkbox"/>		
Sensory Impairment (e.g., visual or hearing impairment)	<input type="checkbox"/>	<input type="checkbox"/>		
Alcohol-related neurological disorder (e.g, FAS/FAE)	<input type="checkbox"/>	<input type="checkbox"/>		
<b>3. Period in care during childhood</b>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>4. Experience of being abused as a child</b>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>5. Known history of abuse of children</b>	<input type="checkbox"/>	<input type="checkbox"/>		

6. Known history of violence

7. Problem drinking/drug misuse

8. Other (Please specify)

**WORKER'S SUMMARY OF HOW THE ABOVE ATTRIBUTES IMPACT ON THE PARENT(S)/ CAREGIVER(S)' CAPACITIES TO RESPOND APPROPRIATELY TO THE CHILD'S NEEDS.**  
Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm.

## Family and environmental factors which may impact on the child and parenting capacity

		Yes	No	Additional details as appropriate. Note identity of person for whom the issue is relevant.
<p>Include all household and relevant family members, living in or out of the home, when exploring family history and functioning.</p>	<p><b>Family History</b></p> <p><b>FE1</b> A member of the household experienced a stressful childhood, (e.g. childhood abuse; period in care).</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE2</b> The family suffered a traumatic loss or crisis which is unresolved (e.g. bereavement).</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>To gather further information consider using: The Recent Life Events Questionnaire; a genogram; an eco map; the Family Assessment, including mapping the current identified problems, concerns and difficulties section &amp; the family history, family organisation &amp; family character dimensions.</p> <p>How parents bring up their children is rooted in their own childhood experiences</p> <p>Both positive and negative parenting styles can be passed from one generation to another.</p> <p>To gather further information consider using: The Adult Wellbeing Scale; The Alcohol Scale.</p>	<p><b>Family functioning</b></p> <p><b>FE3</b> The child's impairment/behaviour has a negative impact on siblings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE4</b> The child's impairment/behaviour affects parent(s)/caregiver(s)' capacity to continue care.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
	<p><b>FE5</b> Does a member of the household experience:</p>			
	poor mental health	<input type="checkbox"/>	<input type="checkbox"/>	
	poor physical health	<input type="checkbox"/>	<input type="checkbox"/>	
	behaviour problem	<input type="checkbox"/>	<input type="checkbox"/>	
	physical disability	<input type="checkbox"/>	<input type="checkbox"/>	
	learning disability	<input type="checkbox"/>	<input type="checkbox"/>	
	sensory impairment	<input type="checkbox"/>	<input type="checkbox"/>	
	problem alcohol/drug use	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>FE6</b> An adult member of the household has a history of violence (indicate who this applies to and the nature of the violence).</p>	<input type="checkbox"/>	<input type="checkbox"/>		
<p><b>FE7</b> There are frequent family arguments/fights.</p>	<input type="checkbox"/>	<input type="checkbox"/>		

Wider family may extend beyond blood relatives to include people who feel like family to parent or child.

<b>Wider Family</b>		
<b>FE8</b> The wider family provide:		
Practical help	<input type="checkbox"/>	<input type="checkbox"/>
Emotional support	<input type="checkbox"/>	<input type="checkbox"/>
Financial help	<input type="checkbox"/>	<input type="checkbox"/>
Information and advice	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE9</b> There is an adult in the home who helps the parent/caregiver care for the child.	<input type="checkbox"/>	<input type="checkbox"/>

The Home Circumstances Scale may help gather this information.

Basic amenities include safe water, heating, cooking facilities, food storage, sleeping arrangements and cleanliness

<b>Housing</b>		
<b>FE10</b> The family is homeless.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE11</b> The family is vulnerable to eviction or in temporary accommodation.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE12</b> The accommodation and its immediate surroundings are safe for the child.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE13</b> The home has basic amenities.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE14</b> The home requires adaptations to meet the child's needs.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE15</b> The home is overcrowded.	<input type="checkbox"/>	<input type="checkbox"/>

Jobs may be lost because parents' circumstances result in them behaving in a bizarre or unpredictable way

<b>Employment</b>		
<b>FE16</b> A parent/caregiver is in paid employment.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE17</b> The parent's/caregiver's pattern of work adversely impacts on child care.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE18</b> Employment is reasonably secure.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FE19</b> Family members who seek employment are adequately supported.	<input type="checkbox"/>	<input type="checkbox"/>

Parents' circumstances may mean too much family income is used to satisfy parental needs

Adult services may help a disabled parent meet their child's needs.

The family may be vulnerable to future financial problems (i.e. extraordinary medical, funeral expenses, need to help out a relative).

Social isolation and community ostracism may have affected the family for generations.

To gather further information, consider using the HOME Inventory.

Community resources include: shops, play areas, health clinics etc.

In assessing community resources note: availability, accessibility and standard and if appropriate to child and family needs.

To gather further information consider using the HOME Inventory.

Income			
FE20 All entitled benefits are claimed.	<input type="checkbox"/>	<input type="checkbox"/>	
FE21 Household bills are paid regularly.	<input type="checkbox"/>	<input type="checkbox"/>	
FE22 The family is managing on the income they receive.	<input type="checkbox"/>	<input type="checkbox"/>	
FE23 If in debt, this is increasing.	<input type="checkbox"/>	<input type="checkbox"/>	
FE24 The family is worried about future financial commitments.			
Family's Social Integration			
FE25 The family feels accepted within their community.	<input type="checkbox"/>	<input type="checkbox"/>	
FE26 Family members experience discrimination/harassment.	<input type="checkbox"/>	<input type="checkbox"/>	
FE27 The family have local friends.	<input type="checkbox"/>	<input type="checkbox"/>	
FE28 The family is involved in local organisations/activities.			
Community Resources		Yes	No
FE29 There are accessible community resources.	<input type="checkbox"/>	<input type="checkbox"/>	
FE30 The family takes advantage of community resources.	<input type="checkbox"/>	<input type="checkbox"/>	

**WORKER'S SUMMARY OF HOW THE FAMILY AND ENVIRONMENTAL FACTORS HAVE AN IMPACT ON THE CHILD AND PARENTS'/CAREGIVERS' CAPACITIES TO RESPOND APPROPRIATELY TO THEIR CHILD'S NEEDS.**

**Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm.**

## *Summary of child's developmental needs and strengths*

### INFORMATION GATHERED IN THE CORE ASSESSMENT

**Summarise the child's developmental needs and strengths.** Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm.

### PARENTS/CAREGIVERS SHOULD BE INVOLVED IN THE ASSESSMENT

This space is for practitioners to record their observations of the child's strengths and needs.

This space is for parents/caregivers to record their views of the child's strengths and needs.

## *Summary of parental capacity: Needs and strengths*

### INFORMATION GATHERED IN THE CORE ASSESSMENT

**Summarise how the parental issues, needs and strengths, which have been identified in the core assessment have an impact on the capacity of each parent/caregiver to respond to the child's needs. Please record details of areas of strength, specific details of any areas of unmet need and any evidence which suggests the child is suffering, or is likely to suffer significant harm.**

### PARENTS/CAREGIVERS SHOULD BE INVOLVED IN THE ASSESSMENT

**This space is for parents/caregivers to record their views of their own strengths and difficulties and what impact they think these have on their child's development.**

## ***Summary of family and environmental factors: Needs and strengths***

### **INFORMATION GATHERED IN THE CORE ASSESSMENT**

**Summarise how family and environment issues, which have been identified in the core assessment, have an impact either directly on the child or on the capacity of the parents/caregivers to respond appropriately to the child's needs. Please record details of areas of strength, specific details of any areas of unmet need and any evidence the child is suffering, or is likely to suffer significant harm.**

### **PARENTS/CAREGIVERS SHOULD BE INVOLVED IN THE ASSESSMENT**

**This space is for parents/caregivers to record their views of the strengths and difficulties in their wider family and what impact they think these have on their child's development.**

## *Analysis of the information gathered during the core assessment*

The analysis should list the factors that have an impact on different aspects of the child's development and parenting capacity, and explore the relationship between them. This process of analysing the information available about the child's needs, parenting capacity and family and environmental factors, should result in a clear understanding of the child's needs, and what types of service provision would best address these needs to ensure the child has the opportunity to achieve his or her potential.

### *Decisions following the Core Assessment (tick as appropriate)*

Initiate a strategy discussion   Provision of services

Immediate legal action to protect the child   Referral to other agency (ies)

Commission a specialist assessment(s)   Other (please specify)

Report discussed with parents/main caregivers: Yes  No  Refused discussion

If No, when will this be done // (DD/MM/YYYY)

Copy of report given to Parents/main caregivers: Yes  No

If No, when will this be done // (DD/MM/YYYY)

***Parents'/caregivers' comments***

**Parents'/caregivers' comments on the assessment. Please record any areas of disagreement. When more than one parent/caregiver's views are recorded, views must be attributed to each individual.**

*(This area is intentionally left blank for handwritten comments.)*

Parent's/caregiver's name and signature \_\_\_\_\_

Date // (DD/MM/YYYY)

Parent's/caregiver's name and signature \_\_\_\_\_

Date // (DD/MM/YYYY)

Name and signature of worker completing core assessment \_\_\_\_\_ Date: //

Name and signature of supervisor \_\_\_\_\_ Date: //

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This Canadian adaptation (last updated in July 2004) was prepared by Shannon Balla and Victoria Norgaard in consultation with Dr. Louise Legault (University of Ottawa), Shirley Cole (Government of PEI), Elske Canam and Margaret Cissell (Government of NT), David Regehr, Beverly Carson, Beverly Duke (Government of AB). Financial support was provided by Human Resources Development Canada.

