



## Checklist No 3: *Early Observations of Children and Young People*<sup>3</sup>

### Who can use this Checklist and when can it be used?

All practitioners and managers in all services/agencies can use this Checklist to reflect further on any worries or concerns they may have witnessed or identified from recent contact with and/or observations of children/young people. This is a self-reflective Checklist which can be completed with or without the child/young person.

| Name of Child or Young Person |  |     |    |          | Age   |  |  | Date of Birth |  |  |
|-------------------------------|--|-----|----|----------|-------|--|--|---------------|--|--|
| No                            | Question   | Yes | No | Not Sure | Notes |  |  |               |  |  |
| 1                             | <i>Fractious baby - unsettled and crying?</i>      |     |    |          |       |  |  |               |  |  |
| 2                             | <i>Not reaching developmental milestones?</i>      |     |    |          |       |  |  |               |  |  |
| 3                             | <i>Poor attendance for immunisation or clinic?</i> |     |    |          |       |  |  |               |  |  |
| 4                             | <i>Erratic attendance at school or nursery?</i>    |     |    |          |       |  |  |               |  |  |
| 5                             | <i>Child looking after siblings?</i>               |     |    |          |       |  |  |               |  |  |
| 6                             | <i>Always or often hungry?</i>                     |     |    |          |       |  |  |               |  |  |

(continued over)

<sup>3</sup> Source: Developed (with kind permission) from Fife CPC's *Practitioner's Guide: Early Response Children Affected by Parental Substance Misuse (CAPSM)*.

(continued)

| No | Question   | Yes | No | Not Sure | Notes |
|----|--|-----|----|----------|-------|
| 7  | <i>Drawing pictures of inappropriate subjects eg syringes?</i> |     |    |          |       |
| 8  | <i>Inappropriate language for age?</i>                         |     |    |          |       |
| 9  | <i>Knowledge of drug terms and language?</i>                   |     |    |          |       |
| 10 | <i>Withdrawn and not mixing with peers?</i>                    |     |    |          |       |
| 11 | <i>Over familiar with strangers?</i>                           |     |    |          |       |
| 12 | <i>Deterioration in physical appearance?</i>                   |     |    |          |       |
| 13 | <i>Demanding attention?</i>                                    |     |    |          |       |
| 14 | <i>Difficult behaviour in school?</i>                          |     |    |          |       |
| 15 | <i>Lack of concentration?</i>                                  |     |    |          |       |
| 16 | <i>Under-achieving?</i>  |     |    |          |       |
| 17 | <i>Always or often tired?</i>                                  |     |    |          |       |
| 18 | <i>Secretive and non-communicative?</i>                        |     |    |          |       |

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| No | Question                     | Yes | No | Not Sure | Notes |
|----|------------------------------|-----|----|----------|-------|
| 19 | <i>Reluctant to go home?</i> |     |    |          |       |
| 20 | <i>Homework not done?</i>    |     |    |          |       |
| 21 | <i>Late for school?</i>      |     |    |          |       |
| 22 | <i>Self-harm?</i>            |     |    |          |       |
| 23 | <i>Truanting?</i>            |     |    |          |       |

## What is the information telling me?

Using this Checklist, analyse the information gathered and ask yourself the key question, **“what is this information telling me?”**.

Consider the information gathered and identify the key risk factors for the child or young person or the parent/carer and their wider world. The Checklist will highlight the specific areas of concern/need/risk (your evidence) and should give you an overview of what you consider to be the key issues.

Now form a view as to the level of concern/need/risk for the child or young person or the parent/carer, taking account of the interaction between the child or young person or the parent/carer and their wider world.

What is the information telling you about the level of concern/need/risk?

**What is the information telling me about the level of concern/need/risk?** (Consider frequency, duration, severity, single or accumulative in nature - significance of factors in reaching a conclusion about the level of concern/need/risk).

**What am I going to do next?**

|                       |  |                     |  |                     |  |
|-----------------------|--|---------------------|--|---------------------|--|
| <b>Date Completed</b> |  | <b>Completed By</b> |  | <b>Line Manager</b> |  |
|-----------------------|--|---------------------|--|---------------------|--|